

# Break

We asked readers last week to write and tell us what they thought of the Panorama programme about Faraday School—'The Best Days?' Here we print an edited selection of the letters we received.

## The best recruits?

Sir—I accept that *The Best Days* did not give an overall picture of everyday life in Faraday School. I accept the Faraday staff's opinion that a great deal of time was spent with probationary teachers. This is the part that worries me.

In these days of teacher unemployment only the very best of newly qualified teachers are being given jobs. Obviously the probationary teachers shown in the programme did not have their work proposed. If these probationary teachers at Faraday School are an example of the 'very best' then God help the children in our schools.

J. WALLIS,  
6 The Rye, London N14.

## Phoney real life

Sir—I write to protest against the disgraceful bias of the *Panorama* programme. All such 'real life' television scenes are artificial, and the producer selected what he wanted to show.

The class that was followed around for most of the time was a third-year class—one of the most difficult year groups in secondary schools. It was clearly intended to show a sensational programme, here was her ready-made cast.

She chose the staff well, too. Half a dozen teachers were shown, with a staff of about 100. With one exception they were unworthy and untypical of the profession—ill-prepared, sarcastic, condescending.

The camera focused on the pupils with difficulties; this provided the 'human interest' that is the bread and butter of the David Dimbleby of this television world. The phoney cockney of the phoney cleaners in the gym ('Cor this clewvly gum—gotta get it off the floor') gave the final false note.

I could take a camera around my comprehensive school and show an idealistic picture of teaching that would be equally false.

F. G. MAUGER,  
Coventry College of Education,  
Right on

Sir—I would like to register my general support for the *Panorama*

programme. I have taught in two London secondary schools (neither of which were in special priority areas) and I found it a refreshing, largely accurate and potentially important programme.

Refreshing because it overcame the usual wall of secrecy constructed in defence of the public image of the school. When the public eye, or even the professional eye of an I.M.I., is turned on a school the all-too-common reaction is to deny its problems, to hide away the difficult children or classes and to focus attention on the successful elements in the school.

Largely accurate not in the sense of showing a precisely representative sample of what goes on in that school but in the reality of the situations shown. Those are the problems which are faced to some degree or other in most schools throughout the country.

The average third-year class is not highly motivated, needs constant attention, finds concentration difficult, contains difficult and disruptive children and suffers truancy. Furthermore, most schools inevitably have some inexperienced staff at any one time.

In the wake of criticism the NUT leaps to the defence of its members, fearing that the teacher might get blamed, and the school itself closes ranks, but this is self-defeating for teachers and children and plays into the hands of reactionary forces.

The programme could be important if the implications are grasped properly. The answer is not to look back and yearn for the days of corporal punishment. The answer is to look forward and demand more teachers, smaller classes, better equipment, a more relevant curriculum, better training for teachers, and to encourage the best teachers and encourage the best new teachers and finally to discuss openly and frankly the problems of providing a good education for all.

MARK PATTISON,  
Nuffield College, Oxford,  
Selective editing

Sir—There can be few people genuinely interested in coming to understand the problems of non-selective schools who cannot have been horrified by the *Panorama* film about the workings of a London comprehensive school. What was particularly disturbing was the BBC took in showing the film, it was introduced by David Dimbleby, who, trying to pose as a neutral, informed us that the film was not made nor commissioned by the BBC; he told us, moreover, that after the film's showing there would be no studio discussion. It was a pity that the film went unchallenged.

The qualities of the film apart, what we were shown were some poor teachers struggling against the tide of rebellious and uninterested pupils. The editing of the film left viewers involuntarily the feeling that the disruptive behaviour of the pupils and the professional incompetence of some of the staff were in some way causally related to the comprehensive principle. What the film and the



"For goodness sake, headmaster. You know who I am. I'm not carrying a television camera."

BIC failed to do was to show that often had teaching and troublesome pupils are the cause and effect factors and that neither are their origin necessarily to the removal of selection and the establishment of common secondary schools.

D. HALLPIN,  
Stranmillis College, Belfast.  
One woman's view

Sir—Michael Church's defence of *The Best Days* is valid and illuminating for those inclined to reflect.

What we were shown was ineffective teaching. Nothing positive, not even the jolly headmaster with his interpolated goblets of Jane Austen. It was not at all representative of a day's work in any school.

The average teacher spends 80 per cent or more of the time of the chalk-face—every one of them. What hope is there of imaginative, interesting lessons being planned?

I am thankful I have a job I enjoy (34 out of 40 periods, I hasten to add).

I. C. SAWYER,  
346 Hedges Lane, Watford, Herts.  
A better future?

Sir—It is unfortunate that critics of comprehensive schools use this film to support their disapproval of this system. I can assure them that, having once taught in a (streamed) secondary modern in London, middle ability third forms at the school, unlike that shown in the film, I now teach in a mixed ability London comprehensive and would not support a reversion to the old system.

Having said this, I have to agree with your critic. More progressive methods, used by more experienced teachers, do produce better results, but they are not a solution to the fundamental problems.

The child who wants to learn is deprived both of the order that will permit him to do this and of his share of the attention of the teacher, who is forced to devote too much of this to the disruptive.

The only way, surely, is to remove the minority of disrupters, to a greater extent than the sanctu-

per se and those wrapped up in it. The particular devices here were exaggerated "foreign" young and inexperienced teachers, all of whom were having difficulty with their classes; a concentration on certain members of one particular thinking group (often the most difficult cases); and very little coverage of sixth form or exam groups (where conflict would have been less apparent).

Audiences were cynical too a physical education teacher who was merely allowed to show that he did not know one corner of a room from the other and admitted that "... we have so many rubbish lessons". We saw ineptitude in the shape of a young history teacher breaking most teaching textbook rules, an English teacher who wrote and a biology teacher dictating uninteresting notes in a boring and authoritarian manner.

MICHAEL RICHARDS,  
Leicester Polytechnic.  
Some hope

Sir—Some thumbs which continue to stick in the memory: The bitterness of the Faraday teacher who, in defeat, could only resort to sarcasm.

The statistic reprise of the (newly trained?) history teacher to the bad old ways—presumably inflicted on him when he was a pupil (and trying to last! meaningless and, for that reason, useless facts into a completely indifferent but captive audience.

The number of schools in your survey? How many periods do they teach? (March 25) in which the average teacher spends 80 per cent or more of the time of the chalk-face—every one of them. What hope is there of imaginative, interesting lessons being planned?

I am thankful I have a job I enjoy (34 out of 40 periods, I hasten to add).

I. C. SAWYER,  
346 Hedges Lane, Watford, Herts.  
Conflict sells

Sir—Much will be written about the *Panorama* film set for Faraday School. Few commentators will doubt that the programme was biased.

Just as these conclusions are predictable so was the treatment that the producer should choose to give to this topic. Intention to be perverse or malicious does not enter into the debate. Rather it is a question of the media professional's ideology urging the producer to inform and entertain, which is strongly circumscribed by the imperative to retain control over the final product.

The main line of conflict predictably was drawn between pupils and teachers, which the discerning viewer will have taken to be an excellent comment on conflict between the comprehensive system

any shown in the film, and strategy for them to be better motivated to profit from school.

As a step to this, could it be argued that the Secretary of State consider increasing the number of years of compulsory education? The evidence is that it should not be taken up before the twentieth year. Young people should be allowed to leave school and take full-time employment from, say, their fifteenth year, provided they reached a minimum standard of literacy and numeracy.

The tests would be short, objective, compiled and set by employers as well as educationalists, but given and marked by the teachers, who could do this at any time in the school year.

MARGARET HOTTING,  
5 Albert Street, London, NW1.  
It hurt to watch

Sir—As Michael Church comments in his review, every viewer sees something different in the *Panorama* film.

What I saw—and it saddened me—were probationary teachers (and others only recent recruits to the profession) in as the deep end, with little or no obvious help. I leave readers to suggest reasons why heads of department at Faraday—and many other comprehensive schools—allow inexperienced teachers to take this type of class.

The reasons I would suggest might sound cynical to some. Indeed, I would assert that the whole procedure of probation in the profession is a disgrace that the main unions have for too long ignored.

What also made my stomach twist with sympathetic horror were images of the film presented of the meering reaction of the girl who did not want to take part in the French lesson, the aggressive cockiness of the boy in the head-craft class (and how it robs off of the teacher! Witness the biology teacher in the film). Memories flooded back—of feeling, in my role as teacher, so dispirited and disillusioned.

If the only impression that the film has left on its audience is the sheer frustration of teaching some groups of young people, then, perhaps, it has served some purpose.

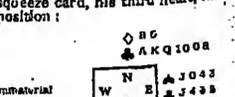
F. W. CARUTHERS,  
45 Duoroed Road, Shirley, Solihull.  
See page 67 for a TV director's view.

Next week  
Exams and assessment: Jim Eggleston suggests teachers are unwilling to assume responsibility.

The film of the book: George Stoller, Tony Palmer and Magnus Magnusson have all published books to coincide with *TV* series. Rowlands by Antonio Byatt, John Bird and E. W. Hector.

West leads the 5 of hearts against 6 NT, East wins and returns. Second heart to take out dummy's entry. This time South can count only 10 winners on top, and has strong reason, let us suppose, for thinking there is a freakish distribution. Maybe East doublets spades on the way to the final contract, for the sake of example.

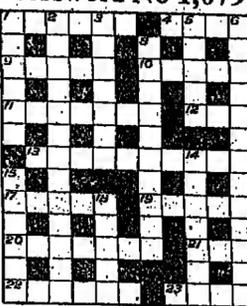
If he tries the clubs and finds a bad split, his 10 of clubs will cease to be a threat since he cannot get back to dummy. So, he makes a play which is a "threat card"; had declarer inspired spade finesse to his own cashes the A-K of diamonds, and plays what he hopes may be a squeeze card, his third heart, in this position:



Again, the dangerous defender (East, this time) is trapped. Even if no squeeze had been on, it is provided declarer nothing to try it, provided he is not attempted to take the episode finesse. All options in the club suit remain open.

John Graham

## Crossword No 1,079



- Across**
- Follow on island—presumably Castro (5)
  - The old man drops a brick or two no doubt (6)
  - Homey detics (5)
  - Flavour of the underworld gives Ronald a name (7)
  - Make dimly sure in engineering (7)
  - No horse for town work (5)
  - Approach the promenade to reverse (4, 2, 5)
  - Water for woman retreating with one (8)
  - However, fearful, does not frighten everyone (7)
  - An orderly start, but in the end the silk gets torn (7)
  - They are heavenly for the Jute suit (5)
  - Organization that organizes my sets (6)
  - Cellular building? (4, 2, 5)

## Down

- A man not for all seasons but for a term (6)
- A deal with them is not against the grain (4, 9)
- The magistrate is without extraordinary perception (7)
- Fast that causes a shipwreck (5)
- Allan corps or corps (7, 5)
- He pulls on the rope (6)
- Reverse 13 to face things out jointly (4, 2, 4)
- But first one must make one's exit (7)
- Convincing evidence of sororship (6)
- I am the first one (6)
- Le Roi takes to the water (5)

Solution to Puzzle No 1,078



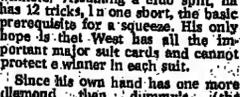
## Bridge

It is no good pretending that squeezes are easy. They are not, and probably only practice enables a player to see early on in the hand that the potential for a squeeze exists, and therefore to prepare for it.



When the last diamond is led, West is helpless; whatever he throws, one of declarer's jacks becomes a winner. Dummy's apparently useless jack of spades is actually a "threat card"; had declarer mistakenly trumped it early on, there would have been no squeeze in West and declarer would have ended up with an inescapable losing heart in each hand.

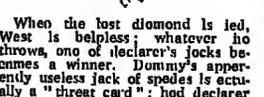
If one opponent is guarding two suits, it may not matter whether he is conveniently placed or not, provided declarer has a "threat" card in each hand and enough communication from one hand to the other:



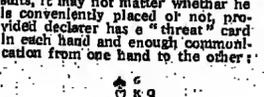
The simplest case is a two-suit squeeze against one opponent conveniently placed:

## Bridge

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If he tries the clubs and finds a bad split, his 10 of clubs will cease to be a threat since he cannot get back to dummy. So, he makes a play which is a "threat card"; had declarer inspired spade finesse to his own cashes the A-K of diamonds, and plays what he hopes may be a squeeze card, his third heart, in this position:



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# THE TIMES Educational Supplement

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## Great Debate, by Uncle Jim, out of Black Paper

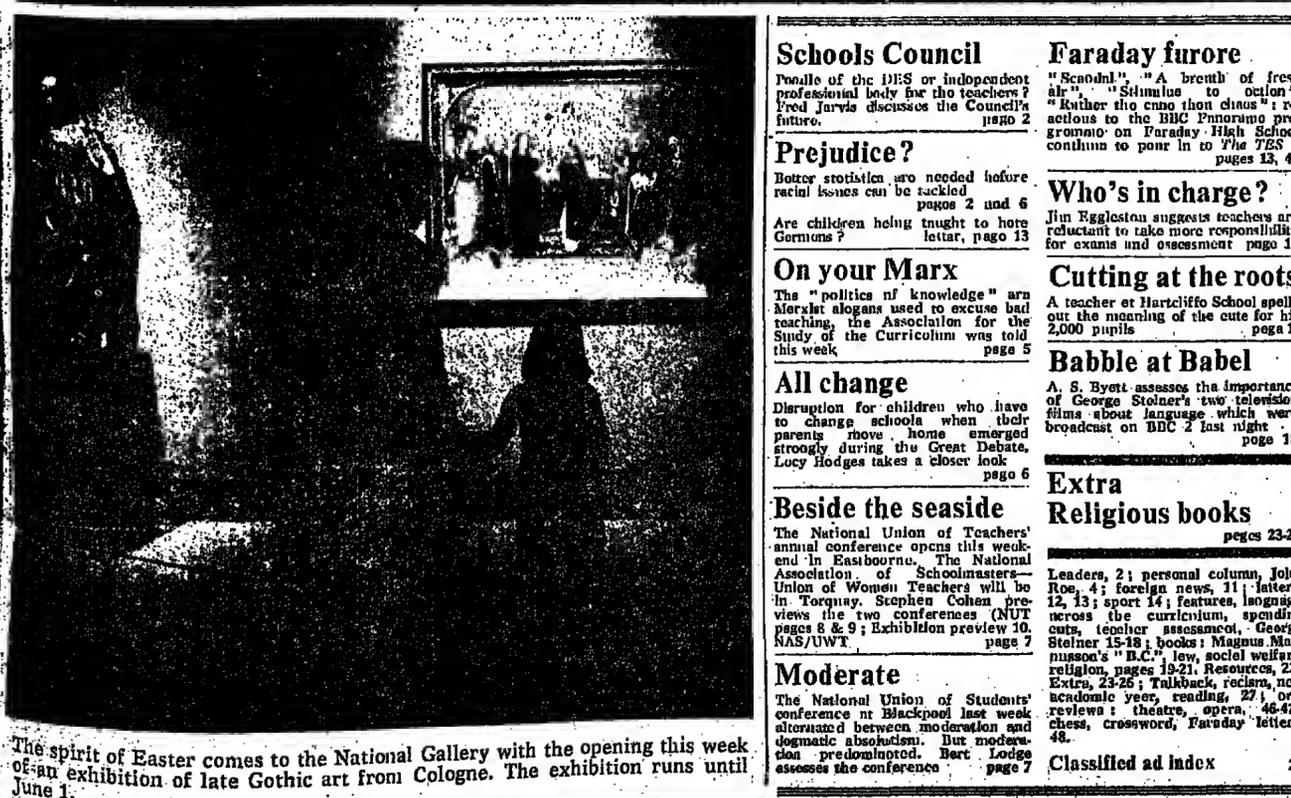
"What was I to do, Fortescue, when Max Morris started asking riddles?"  
"Most unfair, Secretary of State."  
"What's black and white and red all over?" he said.  
"You offer to add it to the list of questions in the I.M.I.'s comprehensive survey was very generous."  
"By misplaced, Fortescue. All ho meant was the Green Paper. Said we'd already written it."  
"Already written, indeed. It hasn't got past the nineteenth draft yet."  
"You know that, Fortescue. And I know that. But on amount of full and frank consultation can get it across to the NUT."  
"Well ma'am, you can't please everybody."  
"I can try, Fortescue."  
"At least we now know how the TUC think. And industry. And the parents."  
"Yes, Fortescue. And when we publish the Green Paper we can tell them what they think..."  
"Most exciting, ma'am."  
"Exactly, Fortescue. That's what the Prime Minister said. This is most exciting," he said. He was reading the Black Paper at the time."  
"Really, ma'am."  
"He said it even made up for having to spend two hours on end with Fred Mulloy to get the Great Debate launched."  
"Indeed, ma'am."  
"And he was thrilled by the *Panorama* programme. An important contribution to the on-going discussion," he called it—said it vindicated his decision to send his grand-daughter to St Paul's."  
"I'm..."



Red Rum. Picture by County Press, Wigan

"You could always ask the I.M.I.s to check. They might come in handy in the Green Paper..."  
"Yes, ma'am. Do you think a discreet reference to Liberal studies would be in order, in view of Mr Steel's enhanced influence? Would you care to speculate on whether voting in the Schools Council should be on the principle of proportional representation or first past the post?"  
"Speaking of first past the post, Fortescue, did they manage to solve the moose problem last weekend?"  
"Regrettably, ma'am, the Accountant General put his foot down."  
"Whatever for? He knows I'm looking for a way of paying for in-service training."  
"He pulled a long face and said that the Public Accounts Committee would get uptight if you put the Teachers' Super-education Fund on a horse."  
"Another example of Civil Service obstruction, Fortescue. And the tip came from Mr Jarvis. We would simply have been following NUT advice..."  
"Aias, ma'am, the NUT also had doubts. They thought Red Rum had Morxist overtones—might not be able to break out of a Trot..."  
"Too bad, Fortescue. Will have to ask Miss Browne for another rundown on the Classics, and see what we can do in the Derby."  
"No comment"

Thank you for your letter which was most interesting. We have no ethnic minorities in this school—our non-white boys coloured families are very few of those. I understand you to a letter from Leicester Council for Community Relations.



The spirit of Easter comes to the National Gallery with the opening this week of an exhibition of late Gothic art from Cologne. The exhibition runs until June 1.

## Schools Council

Panel of the DES or independent professional body for the teachers? Fred Jarvis discusses the Council's future. page 2

## Prejudice?

Better statistics are needed before racial issues can be tackled. pages 2 and 6  
Are children being taught to hate Germans? letter, page 13

## On your Marx

The "politics of knowledge" are Marxists slogans used to excuse bad teaching, the Association for the Study of the Curriculum was told this week. page 5

## All change

Disruption for children who have to change schools when their parents move, home emerged strongly during the Great Debate. Lucy Hodges takes a closer look. page 6

## Beside the seaside

The National Union of Teachers' annual conference opens this weekend in Eastbourne. The National Association of Schoolmasters—Union of Women Teachers will be in Torquay. Stephen Cohen previews the two conferences (NUT pages 8 & 9; Exhibition preview 10, NAS/UWT page 7

## Moderate

The National Union of Students' conference at Blackpool last week alternated between moderation and dogmatic absolutism. But moderation predominated. Bert Lodge assesses the conference. page 7

## Faraday furore

"Scandal", "A breath of fresh air", "Stimulus to action", "Rather the more than class": reactions to the BBC *Panorama* programme on Faraday High School continue to pour in to *The Times*. pages 13, 48

## Who's in charge?

Jim Eggleston suggests teachers are reluctant to take more responsibility for exams and assessment. page 16

## Cutting at the roots

A teacher at Hartcliffe School spells out the meaning of the cuts for his 2,000 pupils. page 17

## Babble at Babel

A. S. Byatt assesses the importance of George Steiner's two television films about language which were broadcast on BBC 2 last night. page 18

## Extra Religious books

Leaders, 21 personal column, John Roe, 4; Foreign news, 11; letters, 12, 13; sport 14; features, language news, the curriculum, spending cuts, teacher assessments, George Steiner 15-18; books: Magnus Magnusson's "B.C.", law, social welfare, religion, pages 19-21; resources, 22; Extra, 23-25; Talkback, readers, now bi-monthly year, reading, 27; arts reviews: theatre, opera, 46-47; chess, crossword, Faraday letters, 48.

## Classified ad index

page 7





### Council erred over selection appeals system

Norfolk County Council has been criticized by the local education authority for its handling of an appeal by a parent who wanted to send his son to a grammar school rather than the secondary modern school he was put in in 1975.

The parent's case was considered by the council's two-stage appeals procedure and dismissed. However, it limited to ensure that none of those responsible for making a decision at the first hearing were included in the second stage.

Moreover, the one person who did appear on both occasions was head of the school to which the boy was to be sent if the appeals failed, an inhibiting factor for the parent presenting the case. At one stage the parent was also questioned by another member of the appeals board in a manner that the parent interpreted as hostile, degrading and liable to damage his case.

The ombudsman concluded that though the shortcomings of competition and proceedings of the board have not affected the outcome, they could make the decision appear unjust. To that extent the complaint could be legitimately considered as injustice through maladministration. The council has since made arrangements to prevent a recurrence of the circumstances complained of.

A complaint about difficulties in securing a place at a day nursery can by Trafford Metropolitan Borough Council in 1974, and of subsequent proceedings, was dismissed by the ombudsman as unfounded. This judgment says the parents might fairly have considered themselves misled initially about the availability of places, possibly as a result of local government reorganization. It also admits to an understanding of the complaints' point of view about the council's fees but concludes that methods of assessing charges are the council's responsibility and therefore beyond question.

### Joint in-service training plan

Teachers and social workers should have joint in-service training, to improve communication between the professions, according to a report on a two-year project initiated by the Welsh Office.

The project was started in 1975 to consider how joint action between different agencies might provide better services for children. It sponsored a series of discussions, seminars and local activities.

The report recommends that different agencies—education, social services, police, health—should liaise with their administrative boundaries, that communication and record keeping should be improved, that school-based inter-departmental committees should be set up to help children at risk, and that there should be a coordinated approach to pre-schooling. Proliferation of committees will do little to improve effective unless professionals on the ground work together closely enough to change their attitudes to each other.

Working Together for children and their families. HMSO £3.

**SPECIAL ANNOUNCEMENTS**

### SEE THE ROMAN BATHS AT BATH

Unique in Britain - built over Bath's Hot Springs 2000 years ago. Also Pump Room, Incomparable Museum of Costume, Assembly Rooms, magnificent 18th Century buildings. Colourful 25th Floor. Mt. Clifton, Pump Room Bath.



## 'We need a system whereby what is happening in schools in Leicester bears some sort of relationship to what is happening in Grimsby...'

One of the major promises to emerge from the Great Debate—particularly the last one in Devon—is the difficulty children face in changing schools. Why has this problem suddenly become an issue?

Parades have always moved house. Presumably they are doing so more and more as the old ties wither away and new pressures threaten, but the problem is not new. Yet, in the Exeter conference last week, speaker after speaker emphasized the difficulties of highly mobile families, especially those in the army and navy families, which are concentrated in Devon.

In the last few months there has been what almost seems like an orchestrated campaign to get the issue aired. Mrs Shirley Williams, Education Secretary, is worried about it and the Assistant Masters' Association issued a press release on the subject before the Bradford Great Debate where it was taken up by one of the AMA executive members.

Mr Arnold Jennings, president of the Teachers' Association, reacted strongly to this pressure and declared: "The best thing is for the parent to have more care for his children's education and keep them in one school over the vital years."

The day of the Bradford debate there was an article in *The Times* which entailed the narrative of one Mrs. M. Cordar who had changed schools three times in three years and none from modern to traditional maths and back again. She had also spent three years reading and re-reading *Lord of the Flies*.

Such stories are being wheeled out as evidence that the present devolved system needs more central direction. One of the Government's ideas is for people to move in where the job is, so why not make it easier for the children to move as well? As Peter Smith, one of the assistant secretaries of the Assistant Masters' Association, put it: "If we are trying to get an economy in which mobility is encouraged, the system whereby what is happening in secondary schools in Leicester bears some sort of relationship to what is happening in Grimsby."

Some people argue that although some kind of core curriculum might at first sight look like an easy answer, it would in fact involve only part of the problem and, possibly, at a high price. Surely, they say, no one wants a system in which *Lord of the Flies* is national compulsory reading for the first six weeks of the first term of the third secondary year?

The AMA feels there is a great need for more consensus about the stages at which a child should be introduced to different topics in different subjects. It wants the Government to look at the difficulties faced by different age groups changing schools, and urges more liaison between primary, middle and secondary schools to make sure teachers are building on each other's work.

A network of colleges sending young people to university with three good A levels and experience of adventurous travel throughout the Commonwealth is the aim of a new educational trust.

Branston Educational Trust, based at Branston College, Playford, Suffolk, plans to establish colleges in India, Africa and Australia in addition to those already in England and Canada.

The problem of children on the move has been put forward as a strong argument for a common curriculum throughout the country. Lucy Hodges reports

## Multi-racial education

Reliable statistics are hard to come by, but it is clear that children from minority groups are being fairly distributed to day schools. John Lytle, from minority groups, Shirley Williams, said last week.

Mr Lytle was speaking at an annual conference of the Association for Multi-Racial Education at their annual conference in Loughborough.

He said that Britain had never deliberately tried to encourage racial segregation in its public schools. The racial statistics were "patchwork", he said.

Referring to schools where black teachers are in the majority, Mr Lytle said: "Many colleges seem to provide no kind of training for students in deprived multi-racial areas. In many cases, there are no jobs for them in the schools."

Mr Lytle said the present work on teachers in some areas was also being done. "Teachers in such schools should be allowed to have more say in their jobs, perhaps teaching and departments of education."

Mr David Lane, chairman of the Commission for Racial Equality (CRE), assured teachers that the conference will not be a platform for anti-racism. "The Commission's job is to ensure that the work of the CRE is carried out in a way which is not divisive and does not create a separate education department."

Mr Lane said the new commission had done as much as to ensure that education work would be continued and, if possible, improved.

The CRE had also set up a group to work through three departments: education, community and housing and legal. Some of the education work would be done in all three departments, although most will be carried out in the community and housing departments.

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## Russia trip planned for Prom groups

Arrangements are under way for three groups from the 1976 TES Schools Prom to perform in the Soviet Union this year, by invitation of the Soviet authorities. The visit will be co-ordinated by the Central Bureau for Educational Visits and Exchanges.

All 19 groups from last year's Schools Prom were originally invited to Russia and the United States, but they could not go because of the high cost. The Prom organizers hope to overcome these difficulties.

Meanwhile, preparations for the National Festival of Music for Youth are proceeding apace. Groups from schools all over the country are to be selected from the regional festivals next month. The festival itself will be held on July 9 at the Royal Festival Hall. The Schools Prom will be held on 22 November at the Royal Albert Hall. The groups to perform there will be those selected by a panel of adjudicators from the regional festivals.

Information on the regional festivals and the festival itself can be obtained from the festival director, the National Festival of Music for Youth, 22a, Kings Road, London SW3 4RP.

Information on the Schools Prom can be obtained from The Times Educational Supplement, Room 256, Times Newspapers Limited, PO Box 7, New Printing House Square, Gray's Inn Road, London WC1X 8EP. Telephone 01-837 1234 (Ext. 212).

The National Festival of Music for Youth is sponsored by the Association of Musical Instrument Industries and The Times Educational Supplement.

The Schools Prom is sponsored and produced by The Times Educational Supplement.

## Choice between costly nurseries and playgroups

Local authorities should stop building nurseries and invest instead in community projects to help families with young children, said Mrs Sandra Edwards, chairman of the Preschool Education Association in Nottingham on Sunday.

"Expensive nursery buildings do little to remove the underlying problems and only assist a privileged minority," Mrs Edwards said. "All available cash should be spent in support of preventative community-based projects, which encourage parents to take responsibility for their children under five."

Speaking to more than a thousand members at PPA's annual conference, she claimed that "Britain can no longer afford the traditional solutions of expensive purpose-built and inflexible professional staff. If it is desirable, educationalists and sociologists should pay equal attention to the needs of children, as they do to the needs of adults."

She said that the PPA's annual conference was still too low.

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## The NAS-UWT meets in Torquay next week. Preview by Stephen Cohen

# Top staff should learn to be better bosses

An educational staff college to help teachers cope with administration and personnel management when they are promoted is proposed this week by the National Association of Schoolmasters-Union of Women Teachers. The college would have a lot to commend it, the union says in a major statement on educational policy, resources and standards.

There is a need to pay much more attention to preparing teachers who are promoted to senior posts to discharge efficiently the management aspects of their job," the union says.

The proposal for a staff college has been put to Mrs Williams, the Education Secretary, as part of the union's response to the series of public meetings on education which have taken place over the past two months.

Much of the document draws together the NAS-UWT policy statements on comprehensive schools, the school-leaving age, discipline and teacher training. It will be revised.

Although the union is not opposed to comprehensive education, the pace of change from selective schools to all-in schools is said to have been too quick in many areas. Raising the leaving age has created difficulties for schools and teachers which could be solved, the union believes, by injections of extra money.

The introduction of new teaching methods and styles has also contributed to instability, it is claimed. Local advisers and lecturers in training colleges are blamed for urging curriculum changes which teachers are also guilty of not resisting untried methods hard enough.

The document says the union has no qualms about the trend in recent years for senior school staff to spend little time in the classrooms because of their administrative responsibilities.

"Such situations deprive pupils of the benefit of being taught by some of our most experienced and talented teachers; they also breed cynicism among other teachers and promote, rather than diminish, a lack of understanding of classroom conditions among those senior teachers in our schools who ought to be the very ones who will suggest effective solutions to junior colleagues."

Promotion is a serious business for the NAS-UWT. A resolution on the agenda for the conference next week calls for national procedures to be followed when staff apply for better jobs. Assessments or reports on teachers should be drawn up according to agreed criteria, it is proposed.

Mr Ken Cocking, the union's treasurer, said last week that promotion opportunities would diminish over the next few years. It was important that the right people were appointed.

Last year was the union's best ever for membership. Nearly 14,000 new members were recruited. The first three months of this year have seen another 7,000 added to the books. Total membership is now approaching 90,000 and the executive's annual report says a target of 100,000 is well within reach.

Equal numbers of men and women are joining; the union which celebrates its first birthday as an amalgamation of the NAS and UWT. And more women are said to be playing leading parts in local associations.

Miss Chris Skervington was elected last month to become president in 1979 and several women will be taking their debut at conference in Torquay.

The increase in membership can be partly explained by an increased willingness of teachers to join a union in times of stress and there is nothing as stressful as uncertainty over job security. But Mr Perry Casey, general secretary, believes the NAS-UWT approach to the current crisis in education is an attractive inducement.

"We have, over 10 or 12 years, hammered away at pragmatism. We have persuaded our members that pragmatism is a principle."

The union, therefore, accepts that the Department of Education and Science has a central role to play in determining the character of the education service, not just at national level, but locally as well.

"I don't believe local education authorities ever controlled education," Mr Casey said. "They don't have any real power now."

The union organizes its pressure tactics centrally but leads to adopt a suit the whole dealing with government. Its harder fought campaigns are waged against local authorities, but Mr Casey is reluctant to encourage lightning strikes.

"It's idiotic to take teachers off the payroll and have the local treasurers laughing all the way in the bank. We prefer to work to rule."

## Recipe for moderation: blend of red and blue

BERT LODGE reports on the political ingredients of last week's NUS conference

There will be no general withholding of fees on college campuses this autumn; and no speeches from the National Front or the National Party either.

Thus did the National Union of Students conference at Blackpool last week shut down accusations of extremism and dramatic absolutism. But moderation predominated, represented by the Federation of Conservative Students, predictably enough, but also in large measure by the broad left, the largest one of the student political spectrum, teaching as it does from card-carrying communists to anti-party-attachment socialists.

It was a communist who slipped down a call from the floor that students should occupy the headquarters of the National Union of Teachers because of the NUT's refusal to alter their policy on class sizes. If only the NUT would insist on smaller classes, more jobs would be generated for the unemployed teachers, it was argued.

"It is undemocratic to interfere in the policies of another union," Miss Sue Sillman, elected president two days earlier, declared. And to the hostesses in question would join the NUT.

It was a Marxist, retiring president Mr Charles Clarke, who proposed an amendment which would have shifted the NUS from its present position of "no invitation" to such speakers. But his argument that the introduction of present policy weakened the union campaign against moderate students did not prevail. The voting was 154,033 for and 182,370 against. Mr Clarke could at least point out that with 33,918 abstentions the majority in favour of moderation was not overall.

Miss Sillman, a member of the Communist Party, was criticized for having taken a too reasonable attitude to college closures. Last year, as national secretary, she had circulated a letter which envisaged the colleges being put to alternative, albeit educational, uses.

This would not do for Miss Val Furness, from Avery Hill College, about which closure rumours were buzzing for several weeks. She managed to get Miss Sillman censured for her unwise acceptance of what is inevitable.

Anger was generated, too, and at some pace, by the few delegates representing the further education colleges. With thousands of their students on no grant, with those who are granted grants threatened with cuts, their impoverished and ill-organized student unions had plenty to shout about.

The spectacle of them standing there, young and intelligent, accusing their university and poly-dominated executive of neglecting them, led one observer to remark: "These further education colleges are the third world of the academic scene—and like that other third world they are becoming restless." The executive, their own grants newly marked up to £1,000-plus a year, listened uncomfortably to Mr Andy Pearson, from the Birmingham College of Food and Domestic Arts, tell how the grant of some of his fellow students bought no more than a chef's hat and a boiling knife.

Champions of the small colleges were the Conservative students, but far-left delegates alleged this was an eye on recruitment. "If your own Boyson has already said he wants students to repay their grants," Mr Liam Ouffy, Lancaster University, observed disconsolingly, and his Tory motion to make a priority of mandatory grants for Further Education students was defeated.

Moderation had, by custom, no place in the stances of the ultra-left. International Socialist, International Marxist, Communist Party (Marxist-Leninist), though often at odds on doctrinal differences, tend to be distinguished by the untrained eye, generally agreed there was not much that could not be settled on the street. In fact they never got nearer to their arena than the conference floor.

Lectures replace visits to zoo

In "Don't touch the tiger," School Visits Extra, March 41 Owen Sargent recommended Pan's Garden, at Ashover, run by the National Zoological Society (unfortunately this zoo and the society have both failed to operate and we regret any inconvenience this misadventure may have caused.

However, the educational work inaugurated at Ashover is continuing on a different basis, with a small team of lecturers taking live animals into the classroom to illustrate their talks. Many teachers find this service preferable to a zoo visit and anyone interested should contact Jill A. Keogh at the Centre for Educational Zoology, Much Hadham Road, Bishop's Stortford, Hertfordshire.

Requests for leaflets should be addressed to: The Children's Literary Competition, Box 42, Darby House, Bletchingley Road, Merstham, Redhill, Surrey RH1 3DN. Closing date for entries: 15 July 1977.



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NUT National Union of Teachers conference



The year for staying in line?

Stephen Cohen sets the scene for Eastbourne

Leaders throw down gauntlet to enemies within...

This might be the "year of the beaver", according to Mr. Jack Jones's exhortations to his fellow trade unionists. But for the National Union of Teachers it is definitely the year of the banner. The union's leadership has consistently and systematically set out to destroy extreme dissent within its ranks and, at the annual conference in Eastbourne next week, delegates will be asked to approve changes in the rules which will give the executive an even tighter grip on the affairs of its 560 local associations. Tucked away in an appendix to the executive's annual report is a change to model rules which would require the associations to hold postal ballots for electing local officers and conference delegates rather than open voting at meetings. This change has received little publicity and for many associations will not mean all that much as they already have secret elections anyway. If it goes through—and there is no reason why the conference as a whole will reject it—there will be a dramatic change in the political composition of local officials and of the annual conference jumble. At a stroke the union's rank and file left-wing faction could virtually disappear. Secret ballots by the whole membership of a local association will, the executive argues, ensure that elected officers more in tune with local wishes. No longer will the left be able to obtain power by packing meetings with their own supporters. Election by mass meeting will be ended. And the argument goes: if you fear rid of the Trma, there will be union. This Trm-bashing has been going on for many years in the NUT, when Max Morris became president in 1973. A fracas at Central Hall, Westminster, over the campaign for an increased London allowance prompted a series of extraordinary meetings of the union's top brass which tried to devise ways of curtailing the left wing. Legal advice par-

snaded most of the officers that it would be impossible to change the rules to discipline a section of the membership. It took two years for Mr. Morris and his colleagues to achieve the change and in 1975 the annual conference approved disciplinary measures to add teeth to the controversial rule 8 which bans unofficial action. Last year the rule was enforced with a vengeance against 32 union members at the Little Ilford School, Newham, East London. They were suspended from membership after some stopgap work for an hour, in breach of union rules, in support of a colleague who would not do the duties of a teacher absent on maternity leave and who had been given an official warning by the head. What, at first sight, appears to be commendable solidarity by a mass of teachers for a colleague became an issue of ritual concern for the executive. Here was the chance to prove in the left wing that their activities would not be tolerated. The teachers were asked to sign a piece of paper which said they had not taken unofficial action and would not do so. They refused to sign. The scene shifted to the national disciplinary committee which upheld the suspensions but left a loophole. The teachers could be reinstated if they gave an undertaking to follow the rules. They did so. An appeals committee confirmed the suspensions, but opened the loophole even wider. The undertaking could now be given by telephone if the teachers wanted. They refused again and argued that, as they had not broken any rules, it was unfair to ask them not to do so. One teacher—a prospective Labour Party Parliamentary candidate—took out a writ against the NUT for reinstatement of his membership. He got back in after Fred Jarvis, the union's general secretary, saw a letter in which the teacher said he did agree with the rules. The other staff eventually gave the undertaking and were also reinstated. They said it was better

to fight for their beliefs from within the union than make side-shows from the flanks. Neither side came out with any credit but it was the union's executive which appeared to have made the bigger mistake. Nearly 150 other London teachers have signed in breach of union rules and nothing has been done about them. T. Loxton members who kept in touch with Little Ilford developments, suspensions and disciplinary hearings granted to the Schoolmaster Publishing Company, which publishes the paper, on condition that accounts looked into the firm's financial and regular reports on the union's position should be brought to the union's finance and general purposes committee. The first report, received in November, asked for the loan to be repaid to a grant and said that £100,000 needed to be injected into the company to cover its deficit next year. The executive agreed to convert the £100,000 into a grant and imposed stricter conditions. Mr. Jarvis was to have a seat on the company's directors and was to be responsible for general oversight of both the editorial and business functions of the company. Any further financial aid was to be channelled through the union's publicity committee and a monthly financial statement of the paper's affairs. The company agreed to the terms and produced revised figures which showed that another £71,000 would be needed for projected trading losses up to March 1978 together with a further £65,000 in current year's cash flow and to provide for an overdraft. In crude terms, the loan has cost each member 25p. The extra financial aid asked for would cost another £100,000. The money will come from the union's general fund reserve which stands at £1.2 million in December. Besides, the fund has to be replenished. Subscriptions will go up by 10 per cent. The executive will have control over the newspaper's editorial line and it is virtually guaranteed that nothing will be published which detracts from union policy. Rank and file members will be asked an opportunity to put their

views across in a wider audience. The executive is aware, however, that if its newspaper is put to bed by members it will have to be produced by professional journalists and, although The Teacher staff will have to be more circumspect in their inquiries and reporting, they will still be able to exercise their skills. The executive will also be busy finding new ways to curb the left. Already there is talk of a new structure for the annual conference which would stop extreme left sponsored resolutions appearing on the agenda. At the moment local associations say which motions they want to debate. A left-wing resolution is almost certain to appear on the order paper if the small number of large left-wing controlled associations vote for it. This is why this year's agenda gives the impression that the union is becoming more militant. There are calls for a national campaign of industrial action against public spending cuts and a motion on racialism which would ban "racists" and outlaw "pragmatist" textbooks and outlaw union membership in members of the National Front and National Party. A change in the system for selecting conference motions is almost certain to be examined, and proposals will be put before next year's annual conference. The left is launching back how- ever. A new Socialist Teachers' Alliance was formed last year and its first journal was published this week. There are 15 London affiliate groups and nine others in other parts of the country. The alliance's in- tarial rules and procedures, the left will always be present to provide an alternative to the official executive line. Whether that presence will be more muted next year as a result of the executive's attack against racism, will have to be awaited. On present form, however, they are likely to go from strength to strength. There is nothing they like more than to be battered in public.

... and other enemies lurk outside the 'secret garden' gates

While the union has been busy attacking its dissidents, it has also had to cope with onslaughts on itself. The Great Debate, the so-called "Yellow Book" which slamed into the Schools Council (dominated by the NUT), the real or imagined threats of state control of the classroom, cuts in education spending and the latest moves to wrench sixth forms away from secondary schools have all combined to make 1976 one of the busiest years in the union's history. An analysis of developments in education which comes to the conclusion that central government is trying to regain greater control over the education service produces an agreement from union officials and executives.

"They know very well that the DES is no great friend, and it is no secret that the Department would love to clip the union's wings, particularly in the Schools Council. An extremely jaundiced observer might assume that the Great Debate was nothing more than a cover for a broadside attack on the union, but that would inflate the NUT's importance. It is clear though that the union will not come through the current re-examination of education unscathed. Its representation on the Schools Council committees and governing board will be changed. The DES is likely to play a greater part in the union's affairs. This is exactly what the NUT wants.

"If the DES increased their representation, that would give us a foothold in the departments", an official said last week. "If they play a greater part in public debate, they will have to accept decisions taken in these forums."

There is a suspicion in the union that it is being singled out for attack by the Department as a precursor to a more general campaign against the whole trade union movement by the Civil Service. Whereas other departments of state generally observe a relationship between the Labour Government and the trade unions, the DES is felt to be operating outside this framework and there is ominous resentment in the NUT.

"This could never happen in any other major industrial 'field', a union executive said. "They are pointing on teacher complacency. But when it comes to a question of power, you cannot tell teachers what to do. The teacher is alone in the classroom and is free to do what he or she wants."

It was a speech by the DES permanent secretary, Mr. James Hamilton, which most upset the union. Mr. Hamilton said a few weeks after taking over the top civil service job at the Department that teachers no longer had the right to remain the key to the "secret garden" of the curriculum. The Department was going to take a closer interest in what went on in schools, he said.

Mr. Hamilton then made another speech in another area traditionally reserved for politicians; he advanced the sixth form college as a cheaper, more educationally viable form of education for the over-16s. The sight, and sound, of a civil servant making such statements infuriated the NUT. If officials are even more alarmed at the implications, as they see them, of greater central control of the curriculum.

Mr. John Gray, the new president, said last week that he was aware of such a threat. "We cannot face party political control with equanimity", he said. "The union will try to warn the public of the dangers if they become more active in work through the TUC to try to curb the activities of the civil servants in policy matters."

That campaign will be difficult to wage, but the union has had considerable success so far in its co-ordinated fight against cuts in education spending. More than 1,000 jobs have been saved as a result of the "no-cover" sanctions in 11 areas. Mr. Gray will be facing a conference of 2,100 delegates in Eastbourne next week. His first job will be to star the members to suspend standing orders so that the recent pay rise can be ratified. Many of the motions tabled for debate will not be discussed

however. The executive has approved two priority motions on social priority allowances and on educational standards. There are also four executive memoranda and the annual report which will set out in debating time. Fireworks are expected during a debate on racialism and the motion on rescinding the union's internal disciplinary procedures will, to put it mildly, generate a lot of heat.

Mr. Gray can look forward, however, to a pleasant end of conference. He has accepted an invitation to the annual dinner of the National Association of Schoolmasters-Union of Women Teachers which is holding its own conference in Torquay. It is not exactly like strolling into the enemy's camp but the new detente which his symbolic gesture heralds goes a long way to demonstrate publicly, and at national level, the cooperation which has developed locally between the two unions in the past year.

In many areas where teachers' jobs have been threatened by cuts in spending, the two have combined in joint action committees to make their sanctions effective. There is a large groundswell of opinion in favour of closer relationships at a local level and although the prospect of one teachers' union is as far away as it has ever been, the links have been forged for some kind of ad hoc structure for the future.

Professional unity could also be creeping closer as more and more teachers become organized. There are now only 15 to 18 per cent of teachers who do not belong to a union. As long as this pool of potential recruits remains, no union will be willing to sweet talk the others or give up its sovereignty. But as



John Gray: new president.

the pool dwindles and the recruitment battle fades away there might be a chance for cooperation to succeed. Closed shop legislation could also play a part in bringing unions together.

It is in the area of recruitment that the NUT can make some contribution. There is nothing like a bit of uncertainty in job security to make teachers fill in their application forms for membership. They now have 256,204 on the books. Income has passed the £2m a year mark and, should they ever feel like using it, there is more than £4m in the strike fund. With assets like that the NUT can afford to wave a big stick at anyone who threatens it.

The conference takes place at the Congress Theatre, Eastbourne, from Saturday, April 9 to Thursday, April 14. Mrs Shirley Williams, the Education Secretary, is due to speak on Wednesday. A full report of the conference proceedings will appear next week in the Times Educational Supplement which has stand number 45 at the educational exhibition in the Winter Gardens. Exhibition preview

NFER: Some Recent Titles. Heads Tasks: A Handbook of Secondary School Admin. GEOFFREY LYONS. This book consists of a series of discussion documents which focus upon different aspects of the administrative work of the large secondary school. Its main strength is the flexible way in which each discussion can be combined with the others for a variety of purposes. £10.50. Women Teachers in the 20th Century in England and Wales. GEOFFREY PARTINGTON. This is a very readable expose of male bigotry in the teaching profession. It explains why women teachers, despite their numbers and their importance, have been largely ignored in histories of education or of changes in social structure. £3.40. Intervening in Disadvantage: A Challenge for Nursery Education. MARTIN WOODHEAD. A critical review of research to find out how effective nursery education has been in its attempts to compensate for the initial disadvantages of underprivileged children. £2.50. Music with ESN Children. DR. PAMELA I. DICKINSON. This is a practical guide for musically non-specialist teachers of ESN children, who would be willing to undertake music with their class but feel they lack the expertise. (A cassette tape of the musical ability test is available separately priced at £2.50 + VAT) £4.20. The Half-Way Generation: A Study of Asian Youth in Newcastle-upon-Tyne. DR. JOHN H. TAYLOR. This study of the children of Asian immigrants in Newcastle-upon-Tyne spells out in detail the process of assimilation and the family tensions that arise as the young people take their place in British society. £5.25. All orders and requests for full catalogues should be sent to: NFER Publishing Co., Ltd., 2 Jennings Buildings, Thames Avenue, Windsor, Berks SL4 1QS.

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## Sport 'Lift' records go

Peter Pissent (St Nicholas Grammar School, Northwood, Middlesex) and Robert Shepherd (St Bernard's School, Bristol) broke all the records for their divisions during the schools national weightlifting championships at Heathland School, Huddersfield.

Pissent, a remarkable young lifter whose brother won the British senior middleweight title in February, totalled 222kg (snatch 95kg and jerk 127kg). He often lifts greater totals than boys in heavier weight divisions—he is in the 75kg class—and these championships were no exception.

Following the championships Pissent, on the BBC Blue Peter programme, improved his jerk record to 130kg. Shepherd, lifting in the 50kg division, snatched 75kg and

jerked 95kg for a 170kg total. With standards so high that past winners would have been hard put to get third or fourth place this time, Shepherd's, too, was an impressive performance.

St. John's School, Sittlington, Kent, provided two champions although there is no weightlifting at the school: Kevin Whit, with 122kg in the 48 kilo class, and Tony Pretty, 172kg in the 60 kilo division.

Other winners: 44kg—Dean Willey (South Grove School, Rotherham, 112kg); 52kg—Andrew Sator (Widnwood School, Bristol, 155kg); 67kg—Robert Sadler, Harborne Bill School, Birmingham, 170kg; 82kg—Stephen Clough (Robert Paterson School, Hylkham, Lincoln), 195kg.

## Hat-trick for boxers

John Grant and Dudley McKenzie each achieved a hat-trick of successes in the finals of the Schools Amateur Boxing Association, held at Fomda's Holiday Camp, St Anne's, Grant, of St. Andrew's High School, Liverpool, outpointed M. Scholey (Cardinal Newman School, Hove) in the intermediate 39kg class to become a schools champion for the third time, so, too, did McKenzie (Heath Clark School, Croydon) in the 56kg category, by defeating M. Barnett (Ruffwood School, Kirkby, Merseyside), a winner last year.

For the second successive year Kevin O'Donnell (St Bonaventura School, Newham, London) encountered Paul Loveless (Snowell Comprehensive School, Penarth) in the same ring, and again O'Donnell won on points, this time in the intermediate 57kg division.

One repeat fight is rare enough in schools boxing but this year there were two. Anthony Sharlotto (St Mary's School, Criswell, Hants) got the better of Winston Lloyd (Ethorne High School, Hanwell, Middlesex) in the junior 54kg class.

D. Thomas (Litherland High School, Liverpool) defeated S. Gill (Tisbury School, Totton, Hants) to win the special John H. Stracey trophy. This goes to the winner of the junior 55kg section, which Stracey won himself as a schoolboy in 1964. Thomas snipped his opponent in the second round.

Eastern Counties won the Wadlington Trophy for the region with the most points. North Western Counties were second and Wales third.

## Last-second shot a winner

Only two seconds were left when Glyn Grammar School, Epsom, shot the winning basket to defeat Sir William Collins School, Camden, London, 90-88 in the boys under-19 final of the English Schools Basketball Championships.

More than 600 people crowded round the court in London's Swiss Cottage, many of them supporters of nearby Sir William Collins, the first time the English Schools Basketball Association has staged seven individual schools finals on one programme.

The girls of Cwenshall School, Hemel Hempstead, beat Plumpton School, Malden, Essex, 75-64 in the senior final and St Columba's School, St Albans, beat Somers New School, New Cross, London 85-75 in the boys' under-16.

In matches played elsewhere Plumpton School, Newham, London, took the girls' under-16 championship with a 74-38 win over Bromley School, Havant, Hants. Bromley has won the title in 1976 and 1977. The girls' under-14 with a two-leg aggregate of 121-106 (55-42 and 66-64) against Plumpton.

In another home and away match London's under-16 girls defeated Newham 145-137 (68-67 and 77-70).

## People

Mr Alan Hutchinson, principal of Roke Technical College in Dorset, is to be principal of Paddington College, London.  
Mr George Emmons, assistant dean of the Royal Naval Engineering College, is to be principal of the Merchant Navy College in Kent.  
Mr John Crowford, Birmingham's deputy education officer, is to be the education officer in July.  
Mr Keith Jennings, assistant head of Barnets School, Mansfield, is to be general education adviser (design and technical studies) for Northamptonshire. He is also the new president of the Institute of Craft Education.  
Mr Peter Knight, senior lecturer in physics at Plymouth Polytechnic, is to be vice-president of the National Association of Teachers in Further and Higher Education.

## Schools

Mr J. Daniel, acting head of the Royal Grammar School, Guildford, is to be the new head.  
Mr Maurice Brasher, deputy head of Highbury School, an elementary school, is to be head of Ecclesbourne primary in Ilkington.

## Cross-country title goes to Midlands boy

Tony Mlivosorov, a pupil of Coe High School, Wolverhampton, the English schools cross-country senior boys' race at Redditch, Worcestershire, last week. It was his second race this year because of injury.

He completed the 7,820 m course in 26min. 12sec, broken the lead a mile from the finish. He had led only two seconds in spare when he took the title.

The West Midlands team won both the senior and junior team titles. They also won the gate cup for all the boys' races. In the senior boys' race, Surrey were runners up and Greater Manchester third. West Yorkshire and Merseyside took the second and third spots in the junior boys' race.

Surrey were the winners of the senior girls' race followed by Greater Manchester and Hertfordshire. The junior girls' title was lifted by Greater Manchester, with Shropshire and Essex finishing second and third.

About 2,000 athletes from all over the country took part in the race. It was the second time that the boys and girls' championships had been held together. Conditions were difficult after heavy rain.

The day ended in disappointment for 14-year-old Chris McLeod who was picked by West Midlands for the junior girls' race and had bought a new pair of running spikes especially for the event. It rained on the course, her left shoe came off and she finished 120th.

## Football festival

Senior schoolboy footballers gathered at the Derbyshire Miners' Welfare Camp, Skegness, on Tuesday for their annual festival of non-stop football lasting five days.

It is not a championship but a chance for tennis to play a lot of football in a relaxed atmosphere. Not that the games will lack competition. It is also a chance for boys to earn a place in the school under-18 team.

Among the 54 teams competing this year (all are county-based) was one from the Hibernian Football Club in Leishire and one from North Wales.

More than 1,100 boys and officials will be involved in 135 matches on pitches within 30 miles of Skegness.

## People

Mr George Riga De Spinuzza, second deputy head of Paddington School, London, is to be head of Holloway School, London.  
Mr John F. Connor is in the head of Hillcrest Grammar School, Bromhill, Cheshire.  
Miss Nancy Miller, a deputy head of Bridgewater Hall, Milton Keynes, is to be head of Kingston Grammar School.

## Universities

Prince Philip has been reappointed Chancellor of Stafford University until his seventieth birthday.  
Mr Anthony Hopkins, reader at the Centre of West African Studies, is to be professor of economic history at Birmingham University.  
Professor L. S. Pressnell, of City University, in the chair of economic and social history at Kent University.

Mr V. G. Myline, reader in French, has been made a professor of French at Kent University.  
Mr Hugh Tucker, former director of the Institute of Race Relations, to a chair in politics at Lancaster University.  
Mr Kenneth V. Pownall, lecturer in Lancaster University, to the Wolfson chair in accounting and finance.

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Mr George Emmons, assistant dean of the Royal Naval Engineering College, is to be principal of the Merchant Navy College in Kent.  
Mr John Crowford, Birmingham's deputy education officer, is to be the education officer in July.  
Mr Keith Jennings, assistant head of Barnets School, Mansfield, is to be general education adviser (design and technical studies) for Northamptonshire. He is also the new president of the Institute of Craft Education.  
Mr Peter Knight, senior lecturer in physics at Plymouth Polytechnic, is to be vice-president of the National Association of Teachers in Further and Higher Education.

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# 15

# Doing it your way

The National Association for the Teaching of English have just produced a pamphlet on language across the curriculum.

We reprint here some of the suggestions they make for teachers hoping to get started on a language policy



There is no universally right way to define and implement a language and learning policy, and there are no short cuts either. The first step is to examine existing practice, to map the approaches to and uses of language in the school. Here are some ways that have been tried—there is no significance in their order.

1.—In the secondary school, teachers from different departments may visit each other's lessons, or teach together. This can be arranged privately, if the timetable and school organization allows, or planned with the help of the head or deputy. The purpose of such visits is to encounter the language situations which subjects other than one's own can produce: history and science, English and mathematics, religious education and craft are some of the unusual pairings which have been profitable. The experience is especially valuable if there is specific attention paid to the language contexts of the different lessons.

Because observation is a complex and difficult activity, it is probably useful if the teachers get together (with someone who has some understanding of classroom language, if that is necessary) and devise some kind of checklist to help observation. In one school, for instance, the heads of English and geography devised a checklist which drew attention to such items as:

Amount of time spent on: teacher monologue; teacher/class dialogue; teacher/group dialogue; teacher/individual pupil dialogue; and also suggested noting the time spent by selected pupils in varying activities—participating in dialogue, reading, copying from the board, answering factual questions, and so on.

Of more subtle things may be looked for in the Bullock report (chapter 15.23) comments: "In our visits to schools rarely did we see pupils with the space to read their papers, or the degree of 'psychological insulation' for individual reading and writing that adults would expect for themselves. Group work requires the space to allow tables and chairs to be rearranged into clusters. Discussion operates best when the pupils are sitting round a group of tables or in a horseshoe of chairs."

A visiting teacher might observe to see how true this is.

2.—It is valuable but difficult for teachers to tape their own lessons. Only secure teachers have been prepared to play the tapes of lessons to each other. One secondary school department solved the problem, and avoided too much anxiety, by listening in their own tapes privately, and then meeting together to discuss reactions: but this is second best to listening to the tapes.

Sides of the classroom can help, but are more useful in all ways if videotaping: a television camera inevitably affects what happens in a classroom, but the class and teacher are not used to it. Not the insights are worth the anxiety. A teacher might, when listening to a tape, or watching a video, consider the following:

The kinds of question he is asking how he receives the pupils' contributions the number of pupils who contribute, and how often the amount of teacher talk.

how often both pupils and teacher misunderstand each other, and why lost opportunities, where other pupils or teacher have missed important moments

use of technical language, and whether it has been understood

If your school has no videotape equipment, a teacher's centre or college of education might well cooperate.

3.—If there is someone who has the time—the head, deputy or whoever carries responsibility for language work—it is very revealing to follow one particular pupil for a day, to experience his view of the school. Many things may be shown by this. In one case, for instance, a fourth-year secondary pupil was found to talk in class for twelve seconds during the day. In another a third-year secondary pupil wrote 3,000 words, covering sixteen sides of paper. In a primary school, a pupil was found to have talked only to two friends and never to the teacher. Such hard facts can lead to fundamental discussion. It would be possible to arrange for all teachers to do this—in follow a tutor group, for instance, or their own class, for one day a year. In this way, continuing investigation can become part of the school's language policy.

4.—An analysis of the writing, reading or talk that a pupil engages in during one day, or a week, or a month, is a necessary adjustment to be made: for instance another question may be:

Have the particular interests of the teacher led to a corresponding concentration in the child on some aspects of the curriculum?

5.—Asking for pupils' comments on their language experience in school. Potentially this is extremely powerful, but it is also delicate. Some ways of doing this are:

Ask children (but give them the option of refusing) to write about the difficulties they have in writing, or reading, or discussion, what they feel like when they know they have to write, how they feel when they receive work back. They may also be asked what they like and dislike about writing, why they think teachers give writing assignments. They might talk into a tape-recorder about similar

questions, either with a teacher or by themselves: or a colleague student or visitor might talk to the pupils. The transcript of the discussion may be studied by the staff working party.

7.—In secondary schools, heads of department have looked at the kinds of question asked on public examination papers, and the language of examinations in general. The kinds of writing that CSE or O level allow for in different subjects may make a very useful exploration, especially if a school or department is planning on setting up Mode 3 exams.

8.—Two teachers, talking to each other about the language demands of their subjects or year groups, taping the conversation, transcribing, and presenting tape end transcript to colleagues, can generate several new lines of thought.

9.—A department, or teachers from different departments, or the whole staff of a primary school can be asked to write about their approaches to various areas of language work—for example, writing, organizing talk, reading problems, etc. The subsequent discussion of each other's ideas can be an important learning experience for the group.

10.—A department or working party may discuss a highly specific problem of language end learning—like the slow reader, or how to improve worksheets, or the language of textbooks—and can then make their findings available to other staff.

11.—There are several different ways of using questionnaires. Some, devised by working parties, have, with the best intentions, turned out to be unwieldy; staff find them long and difficult to answer, and the working group finds the data too complex to handle. Also filling in questionnaires, even internal ones, can, as social researchers have discovered, produce responses that are unconsciously inaccurate or deceptive. On the other hand, some simpler or briefer questionnaires have proved very effective.

This extract is taken from "Language across the Curriculum: Guidelines for Schools", written by Mike Torba and published by Ward Lock Educational in association with The National Association for the Teaching of English (60p).

# Servants of the Boards?

Jim Eggleston suggests that teachers lack the will, confidence and expertise to decide for themselves what ought to be taught and examined in secondary schools

How, and by whom, should attainment in school be assessed? What part should teachers play? These questions are central to the negotiations and discussions about exams.

Teacher involvement now varies from the full CSE Mode 3 (essentially the same method used by universities to examine their students) to simple supervision of exams designed by an examination board and based on their syllabus—a haphazard pattern which has grown up over many years.

When the examined school population consisted of the fifth form of selective schools, life was simple. The syllabuses were determined by the examination boards, who convined at the plausible fiction that the exam syllabus was not a teaching syllabus. Schools were free to determine their own teaching syllabuses, and the criteria used by the boards were rarely, if ever, made explicit. This School Certificate produced, in effect, a core curriculum; and the Secondary Schools Examinations Council saw to comparability between examining boards.

But as early as 1941 the Norwood committee recommended: "In the interest of the individual child and of the increased freedom and responsibility of the teaching profession, changes in the School Certificate Examination should be in the direction of making the examination entirely internal, that is to say, conducted by teachers at the school on syllabuses framed by themselves."

As a result the School Certificate was replaced by the General Certificate of Education, and the loosely defined "core" curriculum gave place to the à la carte system. But the Norwood committee's intention to free schools from the influence of the universities operating through the examination boards, and give them control over syllabuses and exams, has not been achieved.

The boards are still involved in determining and examining the secondary curriculum. Recent attempts to reduce their influence over the curriculum of the 16-plus exam have proved abortive.

There is evidence that this is what schools wanted. The Beloe committee made it clear that, for all Norwood's efforts, schools sought to have their pupils examined by the examination boards on the boards' syllabuses. The Certificate of Secondary Education Mode 1, essentially the conventional mode of the matriculation boards, was, and still is, the preferred method of examination.

As the school leaving age has risen, new exams have been devised to "provide" for the new clientele—first the CSE, and now the CEE. The largely external examination system is seen as an instrument of curriculum policy.

It seems reasonable to conclude that teachers are unwilling to take on the enormous responsibility to "conduct examinations at the school on syllabuses framed by themselves". Either the profession lacks the status and authority in matters concerning the examined curriculum to prevail against the boards; or it lacks the will, confidence and expertise to address itself to the problem of what ought to be taught and examined; or, most teachers are satisfied with the boards' decisions on the content of the examined curriculum and the processes by which teachers are consulted, and would, given the power to "frame" syllabuses, provide something essentially similar.

In a recent Schools Council publication, W. A. Reid reported the result of a study by Birmingham University and the Joint Matriculation Board, where the JMB

recognised explicitly that examinations do affect teaching programmes, and that the sensible course is to recognise this and try to make the influence helpful".

They sent out a questionnaire, which was answered by more than 400 teachers of A level art, economics, geography, physics and handicraft. They drew up a blueprint of an A level syllabus on the lines the majority seemed to prefer.

The resulting profiles was not one devised by teachers related to their professional judgment, and geared to their particular circumstances; but one imposed from outside, described in sufficient detail to allow little margin for error and, therefore, minimum freedom, at least within the area to be examined.

Either this is what teachers regard as ideal, or they were disinclined to question the authority of the examination board asking the questions to be the determiners of what is taught—and learnt—in schools.

As a further part of the study, six groups were set up over a two-year period to "produce a teaching syllabus". Their work indicates the tensions of a curriculum debate which has yet to find an appropriate forum, and which are hidden beneath the bureaucratic calm of the examination system.

In the geography group, content and structure were hotly debated—particularly content. At one point regional geography was almost abandoned in favour of an analytical approach. The JMB found the group's submission open to criticism on several points, mainly to do with balance of options, omission of topics and level of difficulty; but they applauded the conceptual structure.

The exercise in constructing the syllabus, and the way the boards assumed right to pass judgment was taken into account, highlight the unresolved questions about the relative part teachers and boards could play. For the teachers, it was evident the study had provided the kind of in-service training which sharpened

their professional skills to a point where they could design a syllabus and defend it against an informal critical audience. All but one of them said they would like to base their A level course on it.

I suspect the main reason for teachers and others to leave systems in the hands of external agencies has less to do with teacher competence than with the function examinations serve as selective mechanisms, especially for universities. As examinations increasingly serve other functions, we will be forced to reexamine the structure of this system.

Anyone comparing the 1977 syllabuses of examination boards with those of 10 years ago must be impressed by examiners' efforts to communicate to teachers the range of demands which will be made on candidates.

The same period has seen the growth of American influence on the process of measuring attainment, the curriculum renaissance (particularly in science), the introduction of CSE, and a growing suspicion that the ability to write an articulate account of recalled facts, or to solve familiar problems in a routine way, were inadequate yardsticks of intellectual attainment.

It may be significant that the more teachers become involved in assessing attainment outside the established traditions of university examining, the more interested they become in extending the list of talents their pupils should be called upon to display, and the variety of assessment procedures to be used to measure attainment.

The injection of American test technology into the system was, partly at least, due to the influence of Schools Council's

examination bulletins, and the way authors on objective testing. The limited test constructor works with both content and behavioural objectives.

CSE subject panels were reconceived in terms of thinking. No doubt this is due to their wish to assess a range of responses which better matched their notions, and to unmask attainments which may remain latent with conventional examination procedures. Teachers concerned with devising new curricula found conventional examining techniques inadequate, once they took the step of describing the range of intellectual skills they believed would be acquired or proved if their "curriculum packages" were effective.

These developments did not occur long as the examination system was geared to selecting a small minority for higher education. But as soon as tools are wanted for more general assessment of a wide range of children, a single grade or percentile in a single subject is useless. The logical outcome is a radical change in the way we describe pupils' attainments. The development of descriptions in the form of a profile covering many dimensions of attainment.

The major stumbling block to developments of this kind is the end-of-course one-shot examination. This cannot include all the elements and scholastic measures on each dimension. There is, however, no logical reason to limit observations of pupils' attainment to 2 hours at the end of a five-year course.

What would be needed to produce adequate descriptions of attainment is the acceptance by teachers of their professional responsibility to examine their pupils' attainment. Teachers may wish to assess not only knowing, remembering, applying principles to problems solving and so on, but also persistence and initiative, and in some cases social "skills" such as "willingness to cooperate with a peer group", "exercise leadership" and so on.

Provided such outcomes are accepted as legitimate goals of the curriculum, and demonstrably he inculcated by teachers, they could comprise part of the report of pupils' achievement.

The major problem in all assessment procedures is to decide what counts as evidence, and how to gather it. Evidence can only be collected by teachers during day-to-day contact with pupils, and the dangers of subjective, impressionistic judgments are obvious.

The Headteachers Association of Scotland's working party, whose report

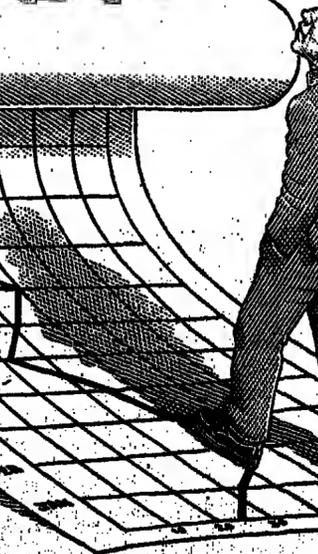


Illustration by Bill Sanderson

in Profile has just been published, decided in favour of comprehensive reporting of "teachers' knowledge of pupils", including affective and social outcomes. Their report describes an attempt to define a scheme for comprehensive reporting, and discusses the rhetorical issues and practical problems which came to light when the scheme was tested in schools.

It seems that as soon as the range of outcomes to be measured extends beyond the limited skills measured by traditional forms of examination, the involvement of teachers in observing, recording and perhaps quantifying pupils' response and performance is inevitable.

The collection of evidence of attainment can take different forms. At one level teachers may simply administer tests devised by examiners at times determined by the examiners; at another they might construct tests from items taken from an item bank, and administer them when appropriate; at a third they may devise and carry through their own tests.

Tests and formal procedures may be replaced by informal methods, which vary from quasi-tests to impressionistic judgments, and also vary in their specificity, their ability to measure what the test is intended to measure, and their reliability.

It is well known that longer tests containing more items are more reliable than

short tests. It is also true that when performance is sampled on a number of occasions, a more accurate estimate of achievement can be made. Attempts to measure attainment as frequently as possible, in as wide a variety of contexts, would provide a more reliable estimate of a candidate's true score.

Obviously there will be limits, lest too much time is spent on testing, at the expense of teaching. The optimum division of time and labour is not easily decided. Teaching is more likely to be effective when teachers and pupils know what pupils can do.

Teachers trained in collecting performance data, who spend time monitoring pupils' attainments and using the data to devise more effective teaching strategies, are more likely to be effective than those who rely on the traditional two-and-a-half-hour examinations.

I suspect that most secondary teachers would reject this case. Reid found that the 400 or so "A" level teachers accepted teacher assessment, providing it counted for no more than 25 per cent of the marks. CSE Mode 1 submissions, and examinations designed in response to curriculum development projects, suggest a reluctance to allow teacher-assessed components to account for the majority marks.

The Schools Council project Progress in

Learning Science is one of the few attempts to explore the relationship between performance data collection and teaching. The evidence from this study and elsewhere suggests that teachers dislike the confusion between teaching and examining, feel ill-equipped to cope with what they imagine to be the sophisticated demands of performance data collection, and are afraid that taking on an assessing role will spoil their relationships with pupils.

There have been few investigations into teachers' assessments, compared to the decades of research on objective tests, and their results are not too encouraging, and sometimes conflicting. Teachers' assessments, compared with other instruments measuring the same attainment of the same pupils, almost always give a higher mean score and a smaller spread of scores, so appearing more generous and less discriminating than tests.

But research is not yet adequate either to support or refute the case for teacher assessment. We do not know where assessment can be applied successfully. At present it tends to be resorted to mainly where assessment of any kind is difficult.

A nationally accepted currency in which to describe attainment is indispensable. No matter what advances are made in describing a wider spectrum of attainment, an effective moderating system is essential. If one-dimensional reporting gives

place to profiles of attainment, the moderating procedures will need to be sophisticated instruments.

Teachers' reactions to moderation by tests have been less than enthusiastic. This may be less an aversion to moderation than to the inappropriateness of the instruments used. The way in which attainment is described must be related to the purpose for which assessment is carried out.

Selection for higher education required reliable measures of attainment with predictive validity; a number of studies suggest that the number and grades of "O" level passes are more reliable for this purpose than "A" level grades; career guidance may be best served by multi-dimensional reporting, which will involve teacher assessment; evaluation of learning requires a system which relates to the intentions of teachers, to the anticipated outcomes of learning.

Progress towards assessment systems which serve these purposes requires a political climate in which they are valued; the commitment of resources to feasibility studies; and, perhaps above all, a forum in which all parties interested in the content and form of the secondary curriculum can negotiate.

Jim Eggleston is dean of the faculty of education, University of Nottingham.

# Where it really hurts

Following the protest action at Hartcliffe School in Bristol, James Weitz, one of the senior teachers, describes in detail the effect of the cuts on teachers and students

Hartcliffe School is a 2,000 pupil 11 to 18 educational neighbourhood comprehensive, situated on one of the largest council housing estates in Bristol. It is run by the newly formed Avon Educational Authority, and is designated as a special priority school.

The number of staff has fallen from 128.1 to 120.4 in the last two years, although the number of pupils on the roll has hardly changed.

Capitation for 1975-76, with supplementary grants and an inflation grant, totalled £39,000. Capitation for 1976-77 was down to £27,000 despite the rate of inflation. Capitation for 1977-78 is still £27,000.

The staff-pupil ratio for the non-A level sixth formers has been raised from 1:1.1 to 1:1.

The cost of exercise paper, which has to be bought from a consortium, has gone up 20 per cent this year.

The number of hours given by the authority's central reading clinic to the school has been reduced substantially.

Repairs and maintenance of furniture and buildings have almost come to a halt. One of the main school buildings has not been painted for nine years.

Last year more than four teaching staff were cut. This year just over the equivalent of two full-time teachers are to be cut. Last year the authority claimed that the staff cuts were a result of an over-estimate of the numbers of pupils. This year it has made the following cuts: an extra teacher formerly allowed for the school having more than 1,000 pupils has been cut; an extra teacher formerly allowed for organizational difficulties has been cut; staff have been cut by the raising of the ratio for non-A level pupils. The not one teacher been restored for educational difficulties of the school, after the authority earlier this year.

Avon schools are staffed in three ways. First, as in most authorities, staff are

allocated on agreed ratios for the numbers of pupils on the roll. Second, in Avon, staff have also been allocated as above the line "extra-teachers" or "plussages" to meet the particular needs of different schools. Third, staff are allocated by the provision of special classes at ratios of 16:1. For disadvantaged pupils.

The cuts at Hartcliffe of almost eight teachers in two years have come from both the change in the ratio allowed in Year six, and in the cutting out of some of the extra teachers, known as above the line plussages; and the failure to provide adequate numbers of special classes.

The above the line plussage system is agreed between the authority and the individual school. Historically and educationally it is an unhappy arrangement both for the schools themselves and the authority. It has meant that headteachers have had to bargain for extra teachers who, if the educational needs of the pupils and the organizational needs of the school had been assessed properly, would have been added to the basic roll under such in-house titles as "teacher for curriculum difficulties".

Hartcliffe has made a thorough and detailed investigation into the reading ages of its pupils on entry at 11; it has also checked carefully the numbers of its pupils who attend the child guidance clinic, and has monitored the progress over the last five years. The figures show that in each year of 400 pupils there are between 30 to 35 per cent of the pupils who have serious reading problems and whose reading ages are anything between two and five years behind their chronological age.

To meet this need, the local authority has given the school a special class allowance of nine classes of the ratio of 16:1; the school however is currently running 17 such classes and realizes that still there are more pupils who fall into this category and yet are not able to receive the help they need. This special class provision is not made on any clearly stated criteria which the authority has been willing to act on; nor does the provision extend to all schools to whom it might apply in this country.

Thus the school has squeezed its staffing to produce more special classes than the authority has allowed for; and in addition to this has squeezed the staffing still further to allocate the equivalent of three full-time teachers to a literacy drive in years 1 to 4 for those pupils who are not covered by the 17 special classes it runs, and yet who are in need of special attention in reading. Further, there are yet more pupils who

are in need of small group work to improve their reading skills, who are barely being catered for because of the reduced shavance of time from the central reading clinic.

It is this provision for the disadvantaged pupils, and the necessary capitulation to support it, that has brought the staff to protest about their inability to do a professional job of work.

A timetable has been drawn up which goes towards meeting the needs of the pupils but cannot be staffed because of the cuts imposed by Avon. The senior staff now having to consider cutting out nearly all the following items in order to work within the staff allocation given:

Cut back proposed sixth form courses—despite the increasing numbers who wish to join the sixth form; increase the size of fifth year teaching classes in their final examination year; cut back the extra literacy provision in either or all of the years one to four; increase still further this year the teaching commitment of the senior staff in a school of 2,000 pupils where the two main buildings are some one quarter of a mile apart and which is designated a social priority school; and where for instance a head of science has to manage a staff group of 16 and some 13 laboratories spread over two buildings; and where the head of humanities manages a staff group of 30 teaching through 24 classes; Limit the range of options available to next year's fourth year.

The school is being penalized both for its concern about the educational provision of the most disadvantaged, and also by its own success in increasing the number of the most able who wish to enter the sixth form. On the staffing allocation given by the authority it can no longer make the provision that is needed for all its pupils.

What then might be done to improve both the education that the pupils need and the unhappy relations that exist between the school and the authority?

It must be accepted by Avon that not all schools have a natural distribution of the pupils across the ability range; and that there must be positive discrimination in both staffing and resources in favour of those schools who have the greatest need.

The way in which staff are allocated to schools in Avon needs urgent reconsideration. The old system of "extra teachers—above the line plussages" privately agreed between each school and the authority should go.

Schools should be staffed according to their educational need and organizational difficulty and not purely on the numbers of pupils on roll.

Special class provision must be made on clearly stated criteria—and the needs of the pupils must be ascertained and provided for.

The local authority needs to initiate a large scale in-service teacher training programme in secondary schools in social priority areas to enable them to diagnose and work with pupils who have difficulties in numeracy and literacy.

If we are to have 2,000-pupil comprehensive schools, immediate attention needs to be given to the management needs of these large schools; to the time required for consultation, communication and organization. Little serious thought has been given to considering the skills, time, manpower, and management needed to run these vast human institutions effectively. The relationship between the now changing hierarchy of head and deputies, and the increasing responsibilities of the middle management; of year master and faculty head; needs careful examination. A close look should be taken at the non-teaching functions of the teaching staff.

If there is to be a limited pool of resources available for education, then it may be that schools need to think more critically about methods of organization, timetabling, the working day, the management, and forms of teaching which allow the professional task to be carried out properly. But there is no way in which a school of more than 2,000 pupils in a social priority area can cope with staffing cuts of almost eight full-time teachers and capitation cuts of £11,000 a year for two years without any inflation grant added, and still provide the education that the pupils need.

If there are to be cuts then the local authority needs to give adequate notice to schools so that people can be redeployed, the working day reorganized and an effective teaching programme within the constraints worked out. In a large school this would take some two years of detailed planning. Avon does not offer such a strategic service or work with an understanding of the forward planning that is necessary in very large comprehensive schools. It is yet another sad story of the failure to manage effectively the resources that are needed to help young people improve their life chances by providing an education that is appropriate to their needs.

This dispute between the teachers and the authority follows the resignation of Avon's chief education officer and the subsequent withdrawal of his appointed replacement.

James Weitz is head of humanities at Hartcliffe School.



# What do we mean by welfare?

John Gifford

Welfare State and Welfare Society.  
By William A. Robinson.  
Allen and Unwin £5.50. 04 360041  
P. 22.95. 160911 7.

Talking about Welfare: readings in  
philosophy and social policy. Edited  
by Noel Tunns and David Watson.  
Routledge and Kegan Paul £5.95.  
7100 8382 3. £2.95. 8383 1.

The Economics of Social Problems.  
By Julian Le Grand and Ray  
Robinson. £10.00. 333 18072 0.  
£3.95. 10531 0.

The Act and the Partnership: an  
essay in educational philosophy  
in England. By Timothy Raison.  
Redford Square Press (for the  
Centre for Studies in Social Policy).  
£2.50. 0 7199 0917 1.

The Dynamics of Public Policy: a  
comparative analysis. Edited by  
Richard Rose. Sage Publications £7.00. 8039 9965  
£3.50. 9966 6.

Comparative Public Policy: The  
politics of social choice in Europe  
and America. By Arnold J. Heiden-  
heimer, Hugh Heilo, Carolyn Teich  
Adams.  
Macmillan £7.95. 333 19980 4.  
£2.95. 19981 2.

The Politics of Administrative  
Representation: School Adminis-  
trators and Local Democracy. By Dale  
Mann.  
Lexington Books £9.50. 669 97188 X.

All these books are concerned with  
social policy, most of them with  
welfare. Social policy is a placid  
term, whereas welfare is associated  
with a heavy-handed, forming-  
queue-making bureaucracy, as  
much concerned, like all bureau-  
cracies, with pursuing its own  
interests as those of the people it  
was set up to serve. On the other  
hand, whether we go back to the  
Webbs and the Beveridge  
report, the origins of the Welfare  
State in a set of assumptions  
that would be satisfied by most  
people today: the need to produce  
a healthy, and thereby efficient  
work force. That is a cry from  
the much more glorious ideal of  
Tony Crosland, set out in *The  
Future of Socialism*, under which  
there would be sufficient equality  
and sufficient possibility of choice  
for his constituents in Grimby to

have access to the good things of  
life which he himself enjoyed,  
should they so desire it. How to  
get from one to the other, from  
Beveridge to Crosland: that is the  
question that underlies, in one way  
or another, all these books.

The question has several dimen-  
sions. What do we mean by welfare  
and the welfare state? Are we just  
talking about needs? (And if so,  
how do we define them?) Do ques-  
tions of liberty come into it? Does  
it help if we talk about a welfare  
society rather than a welfare state?

That is the philosophical dimension;  
but whatever definition is adopted,  
it must imply change, if only the  
limited one of improving the lot of  
certain needy people. And then  
there is the question of how to bring  
about change. What are the condi-  
tions which appear to make it easier  
in some countries, more difficult in  
others? How can one overcome the  
ingrained conservatism of profes-  
sional interest groups, whether  
teachers or doctors? A third dimen-  
sion is a more literary one: how to  
order separate material into a coher-  
ent whole, a difficulty made worse  
if, as is the case with four of the  
books under review, they arise out  
of the work of many different  
people.

Timothy Raison's little book arises  
out of a series of seminars at the  
Centre for Studies in Social Policy.  
Perhaps because he wants to reflect  
the views of all those who took part,  
—though the effect is one which  
educational administrators appear  
to produce on a lot of people—the  
writing is turgid, with continual  
glances over the author's shoulder  
at every conceivable interest group.  
Raison (until recently Conserva-  
tive shadow spokesman) tried  
some years ago to get a Bill through  
Parliament limiting head teachers'  
tenure to five-year contracts. His  
concern, as now, was to open  
up the teaching profession to  
change; the necessary precondition  
for any welfare engineering. With  
his Bill, Mr Raison was clearly  
thinking in terms of outside con-  
trol, not of the profession. In the  
present book, however, he has veered  
towards the idea of a self-governing  
profession, with standards inspired  
and controlled by a general teach-  
ers' council. This seems like a cor-  
porate approach, and Mr Raison is  
interested in corporatism—indeed,

so much so that he describes him-  
self, in the preface, as a member of  
the Labour Party in Parliament, a notion  
about which his constituents might  
have something to say.

A similar concern, but different  
approach, comes through Dale  
Mann's rather muted account of  
a survey of head teachers' attitudes  
to community participation and con-  
trol in New York State. His facile  
model-building is no recipe for  
change, but it is quite clear that  
even a widely shared belief in the  
value of community control (which  
is something we do not have here)  
is not enough to overcome the  
"teacher knows best" attitudes of  
the profession.

From Richard Rose's and Arnold  
Heidenheimer's ex cathedra collec-  
tions of essays, the message comes  
through clearly—namely because vir-  
tually the same article by Arnold J.  
Heidenheimer appears in both—  
that Sweden is practically alone in  
having found the answer. As far as  
it is a widely shared consensus,  
at least, as introduced by compul-  
sive education, with its timing and  
timing, so that the process started  
when there was money around and  
the industrial unions were already  
strong enough to back their belief  
in education as an agent of social  
change against the professional  
lobbies; and (time, in the sense that  
the monopoly of power by the social  
democrats allowed an incremental,  
gradual approach.

These two books are both con-  
cerned with the practical problems  
of implementing change. Richard  
Rose has collected a number of  
essays on topics that interest him:  
the reform of local government, Nor-  
wegian education, educational change—  
but he has been only partially suc-  
cessful in welding them into a con-  
sistent theme by means of an intro-  
ductory theoretical model. In the  
Heidenheimer collection, the contri-  
butions are, on the whole, more  
interested in the aim, at least in  
part, to draw lessons for America  
from European experience. As the  
end, the question is posed in typi-  
cally American terms: "... the  
enduring issue is not whether to  
have social policies for whom, how  
and why."  
Fine, as far as it goes. But to  
what end? Why have a welfare  
state at all? One answer might be

that a national health service, a  
national education system, a  
national transport system, and so  
on are the most efficient and equi-  
table ways of distributing scarce re-  
sources among the population. That  
is what Julian Le Grand and Ray  
Robinson argue, with more simpli-  
city than conviction. They assume  
something like health or education  
is, at best, a preventable, that it is  
possible to measure social costs and  
benefits—the environmental factors  
in the building of an airport in the  
case of a road, for example—in such a  
way as to produce a meaningful equi-  
librium.

Most people would answer that  
query in terms of needs. But needs  
change. Absolute poverty becomes  
relative, standards and expectations  
rise. Relative deprivation gets  
worse. This is as true in education  
as it is in other social services. Along  
with this open-ended definition go  
an increasing emphasis on rights, with  
no corresponding sense of duty or  
obligation, and some troubling ques-  
tions about freedom. Raising the  
compulsory school-leaving age was  
not generally seen as involving any  
body's liberty, but perhaps it should  
have been. A more obvious example,  
perhaps, is the way social workers  
impose their own view of the world  
and their own solutions on their  
clients.

In their introduction to a rather  
ramshackle collection of readings  
(exceptions are the contributions by  
T. H. Marshall, Richard Tunns  
and David Watson), Noel Tunns  
and David Watson make those  
questions through the sort of  
conceptual analysis made famous by  
Vienna, Oxford and Cambridge. In  
particular, they seek to apply the  
ideas of E. H. Carr and F. Stree-  
wen's *Individualism and the Theory and  
Practice of Social Work*.

The result is not very satisfactory.  
When it gets away from arguing  
about what constitutes a "good"  
strategy into the real world, it  
sort of philosophical approach  
stands revealed in all its ramshackle  
naughtiness. It is all very well  
to talk about "human rights" and the  
implications for "liberty" of a  
social worker's "direct concern"  
with human rights and liberty, as  
liberal tradition, are worthless with-  
out the real possibility of choice.

Vertical integration facilitates  
Robson. He is happy to see the  
economy being managed by the  
Government, the CBI and TUC in  
union; and, like Raison, who the  
teachers, thinks unions could be  
reformed from within by imposing  
proper election procedures on them.  
Like one of his most frequent refer-  
ences, Bertrand de Jouvenel, a  
French thinker of the radical right,  
Robson's model appears to be a  
self-governing welfare state on the  
Victorian model. Much of what he  
is saying, including the point that  
the use of unscrupulous union  
power is, or ought to be, over-  
seen if it leads us up the garden  
path to victory.

Roosevelt realized that what  
added "freedom from want" to  
the list of basic freedoms, was  
Isaiah Berlin when he showed  
that liberty for an Egyptian phar-  
macy was not the same as liberty for  
Oxford don.

Mura simile points are raised  
by William Robson, as he  
founder of *Political Quarterly*, is  
that questions of liberty, in his  
view, are of any counter-  
productive insistence on the  
which worries him; that free  
sees, quite rightly, that free  
and linguistically, that free  
a welfare society that is not  
phase in the general good of  
a wages free-for-all those who  
off weak end up weaker.

Robson is fascinated by the  
idea of integration and loyalty that  
found in Japanese firms. It is  
found among some of the more  
fully managed firms here, and  
among certain craftsman-  
the loyalty there would be by  
craft rather than to the firm. It  
is taken care of in exchange for a  
small salary in it, in exchange for  
and commitment and loyalty in the  
community. Rights are balanced  
and obligations. There is a right to  
echoing, as he says at one point,  
but there is also an obligation  
not to school. What Robson does  
not say is that it is the  
workers' consent, in all these  
cases, is based on an absence of  
choice. They might feel the same  
commitment if they were free to  
move from one firm to another, or  
lose it, or lose it, or lose it, or  
do not know that they would.

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# Church and politics

John Moore

Temples and Social Order. By  
William Temple. SPCK  
£1.20. 197 4. £2.35 839 2.

It is not for the fact that this  
publication of William Temple's  
lectures, as published by the  
SPCK, is a welcome addition to  
the literature of church and politics  
in this country. It is a book which  
is both timely and relevant, and  
one which should be read by all  
who are concerned with the future  
of our society. Temple's views are  
clearly stated and his arguments  
are compelling. He shows how  
the church can play a vital role in  
our society, not only as a moral  
authority, but as a force for social  
change. His ideas are both  
practical and visionary, and they  
are worth listening to in these  
times of uncertainty and  
confusion.

Temple goes to great lengths to  
justify church involvement in politics  
and economics and he is careful  
to draw limits of demarcation  
around the enunciation of principle  
and the implementation of policy.  
Specialist competence must be  
recognized and once one leaves the  
area of principle one is in the free  
market of political options. Never-  
theless, in our era of ever-increasing  
specialization and professional-  
ism it is essential that there be  
some over-seeing body, whether  
named or not, to which all those  
interested in the welfare of the  
community should look for guidance  
and criticism seen as verging  
on reason.

The church's prophetic role is  
much misunderstood, and highly  
suspect by both lay and cleric,  
since the latter continues to be  
reformed from the monial and  
priestly classes, whose life-style and  
value system underpin the status  
quo. Temple is remembered not  
only for the clarity and directness of  
his teaching but also because he was  
such an exceptional churchman  
and a brilliant theologian. The brilliant  
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the only institution that can iden-  
tify with the inhabitants of an  
international summer and who  
through use of its physical and  
personal resources can overcome  
the apathy from within and the  
ignorance from without. Although  
it is not mentioned overtly, the  
influence of Temple on British  
social thinking is obvious from this  
short essay on a Camberwell  
experiment in local church and  
local government politics. He  
would not disagree.

To my knowledge, there has  
been no ecumenical analysis  
Temple's influence on Church of  
England practice. It fits naturally  
into both the World Council of  
Churches and the Catholic canons  
of social teaching, but to what  
extent they have overcome the in-  
dividualistic and other-worldly atti-  
tudes of the man in the pew is  
another matter. The republication  
of this book is a perceptive evidence  
of the vacuum in contemporary  
church circles. Even today it is  
common to have ecclesiastical im-  
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granted and criticism seen as verging  
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## Monk's eye view

The Waters of Silence. By Thomas  
Merton. SPCK £3.95 091 X.  
The Sign of the Cross. By Thomas  
Merton. SPCK £1.50 091 X.  
Thomas Merton on Zen. £2.50 091 X.

Who is knocking at the gate of  
Cenobitic life? A young man.  
Who has he come? To meet God  
in the solitude of a silent cen-  
obitic monastery. With a prayer,  
he has come to the city of  
Thomas Merton: the city of  
the monk who spoke to many through  
his spiritual writings.

Who are the Trappists? This is  
the question which Father Merton  
explores in *The Waters of Silence*.  
There he traces the development  
of the Cistercian Order from its  
beginnings in the twelfth century,  
to the time of the founder, St  
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founder of the Trappist Order, St  
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# 21 Books/Religion/Children's Literature

## Cinematic Christ

David Self

Jesus of Nazareth. By William  
Barclay. £4.95. 00 216467 1. Fontana  
£5. 624875 6.

Thanks to Lord Grade and Asso-  
ciated Television, the Gospel  
according to Franco Zeffirelli is  
hitting the small screen this  
Easter. The film is called *Jesus of  
Nazareth*; so, too, is this book of  
the film of the year. It is not, in  
fact, Anthony Burgess' screenplay  
but a re-write by Professor William  
Barclay of Glasgow: "The script  
of the film was in my hands who  
I wrote it, and there are large  
areas of the book where I did not  
concur with the film-makers. The  
result is a slightly more mature and  
thoughtful text which suggests a 1930-  
ish 're-telling for young persons'."

But it is easy to quibble and to  
be ungrateful. The hardback edi-  
tion especially (a paperback edi-  
tion has just been published under  
the Fontana imprint) is a cumbersome  
example of the colour printer's  
craft; few illustrated stories of  
Christ have been able to draw  
upon such a rich source for their  
pictures. The set are authentic, the  
colours soft, the costumes and  
make-up meticulous.

In his introduction, William  
Barclay says, "The eye-gate to learn-  
ing has always been stronger than  
the ear-gate, and this film has been  
designed to appeal to the eye-gate."  
It does. So, too, does the book, and  
I suspect that the latter will be very  
few RE and Sunday School  
teachers who at some stage over  
the next 10 years will not hold up  
this book to illustrate a Gospel  
picture. If the stained-glass window  
picture of an Idealized Jesus was a  
picture for its time, so the realism  
of these pictures portrays exactly  
Jesus for the seventies.

The church's prophetic role is  
much misunderstood, and highly  
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since the latter continues to be  
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## Teenage faith

Religion for Living. Book One: My  
Self. By Tony Jasper.  
Hulton McDougal. £1.30. 7157  
1302 7.

This is another book which  
depends on its illustrations to  
catch the interest of the teenager.  
The pictures are drawn by a  
young artist, and they are very  
good. The text is written in a  
simple, straightforward style, and  
it is easy to read. The book is  
well illustrated, and the pictures  
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# Penal policies

Marcel Berlins

Prisoners in Revolt. By Mike  
Fitzgerald. Penguin £1.00. 14 02 1922 6.  
Policing a Perplexed Society. By Sir  
Robert Mark. Allen and Unwin  
£5.00. 0 04 363005  
£2.50. 36300 5.

Odd bedfellows at normal times, the  
police and the inmates of Her  
Majesty's prisons have recently  
acquired a common cause. Both  
public acceptance of what they  
believe to be their legitimate rights  
and, more significantly, many from  
both groups have called for some  
form of decentralization. The police  
are forbidden by law to become  
members of trade unions, and their  
Representation, cannot apply for affilia-  
tion to the TUC. There is a great  
deal of sympathy for the police  
cause generally, especially that they  
claim, and their right to join a  
union and be treated the same as  
any other workers, although many  
would balk at allowing them the  
right to strike.

One of the merits of Mike Fitzgerald's  
*Prisoners in Revolt* is that the idea  
of a union for prisoners—not just  
an inmates' representative council—  
is an avenue for securing rights  
and the settlement of grievances,  
becomes comprehensible. Mr Fitz-  
gerald was intimately involved in  
the creation and initial activities of  
R.O.P. (Preservation of Rights of  
Prisoners), Britain's most successful

prisoners' support organization, and  
his book is unashamedly committed  
to that cause. As he points out,  
however, that was only a by-product  
of people outside prison. What  
Fitzgerald argues for, drawing  
heavily on the United States experi-  
ence, is a prisoners' organization  
inside, although necessarily with  
outside backing.

That is not the book's only interest.  
It also provides a partisan but  
reasoned analysis of the current  
state of prison unrest. Mr Fitzgerald  
does not claim to be objective; he  
is valiant, he is often misleading and  
almost all the time, whatever the  
circumstances, takes the side of the  
prisoners against the system and in-  
dividuals involved in the system and  
vice versa. Nevertheless it is a thought-  
provoking work. There can be no  
doubt that something is seriously  
wrong with Britain's prisons. Recent,  
and unpublished, demonstrations are  
only a partial manifestation of an  
illness which cannot merely be put  
down to troublemakers. More disturbing,  
though less spectacular, is the con-  
dition of overcrowding and within  
most penal establishments  
over the past few years.

Mr Fitzgerald gives a useful and  
sometimes moving account of the  
frustrations and grievances of  
prisoners, and of the inadequate  
injustices sometimes done to them.  
His book provides a clearer under-  
standing of the almost insuperable  
difficulties in the way of attempting  
to have a civilized humane prison  
system when there is a desperate  
shortage of money with which to  
amortize the existing bad one, and

a community which is basically  
opposed to being "soft" on wrong-  
doers.

Sir Robert Mark, the recently  
retired Metropolitan Police com-  
missioner, had an easier brief than  
defending prisoners' rights  
although, when he took office in  
1970, he had to take over the rep-  
utation of the police was at its  
lowest point ever. He made  
Robson's point, that it is not  
his main task to improve  
their image with the public. He  
did so by embarking on a campaign  
to rid the force of its corrupt  
more aware of the problems faced  
by the police, and by opening up  
a debate on the role of the police.

That he succeeded is beyond  
doubt. He left the Metropolitan  
force more confident, relaxed,  
efficient and clean than when he  
took office. His role for publicity  
was considerable, as he demon-  
strated during the Spaghetti House  
and Balcombe Street sieges. Sir  
Robert also had a reputation as  
a Perplexed Society in a collection  
of his lectures and speeches, includ-  
ing the famous BBC *Dimbleby*  
Lecture in which he lashed out  
at the jury system, of bent lawyers  
which, he said, resulted in the  
criminal getting away with it. The  
collection forms a clear and  
valuable statement on Sir Robert's  
philosophy on the role and functions  
of the police, and the system of  
criminal justice in which they  
operate. It is interesting to try  
to assess where, in that philosophy,  
the police's pay claims and demands  
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the police's pay claims and demands  
for unionization would fit in.

## Paperbacks

### Changing men

Obedient Christ in a Changing World.  
Edited by John Stoll.  
1. The Lord's Prayer. Edited by John  
Stoll. 00 624619  
2. The People of God. Edited by Jan  
Cundy. £2.64 0.  
3. The Changing World. Edited by  
John Stoll. 00 624614 1.  
4. The Psalms. Translated by Peter  
Levi.  
Penguin 95p. 14 044 319 3.  
Dietrich Bonhoeffer. By Eberhard  
Bollig. Collins/Fruit £3.00. 00 624631 1.

These volumes, which cover Christ,  
the Church and the world, intro-

# Breaking through the word barriers

BETKA ZAMOYSKA talks to Don Price, author of a new teaching device for illiterates

A crash course for illiterates, the "Portland Blend System" has enabled students at Portland College for the Disabled to achieve literacy in 10 to 15 weeks. The course, which consists of cassette tapes and accompanying instructional books, has been written out and recorded by Don Price, the college's chief education officer, and his wife Jennie. Don Price has had a lot of experience in teaching illiterates in the Army and as area coordinator for adult illiterates at Mansfield, as well as at the college, where the students are also physically handicapped.

"There were no suitable materials for adult illiterates so I decided that I would have to make them myself," says Don Price. "Many adults are still learning to read with 'Janet and John'. The publishing companies don't care because their infant reading material is selling very well to adults.

"The best way to teach older students to read is on a one to one basis. That's why we decided that we must create a system that each student could follow individually at his own rate."

The Portland Blend System consists of 15 instructional books and 41 one-hour cassette tapes which are divided into 15 different stages. There is a wide variety of material provided at each level, so one system should occupy a class of four to six. Unlike most, the tapes have a personal approach. Don Price recorded all of them with a particular student in mind.

"I was trying it out on a led I know well, so I've put in words of encouragement, the odd joke and reminders about paper, pencils and anything else that might be needed. The interesting thing is that this type of personal relationship seems to come over with students I've

never met. The mother of one youngster, who is following the system at home and whom I've never seen, told me that he says the recorder at the end of each session and says, 'Su toia, Dad, see you tomorrow.'

The system works on the principle of phonic blends which are gradually brought together to form more and more complex words. The student first learns to recognize the letters of the alphabet and the different sounds associated with these letters. Then he learns phonic blends such as "at" in "bat", "ca" in "cat" and gradually builds up from these to three or four syllable words. The same written material is used in a variety of ways so that the student becomes well acquainted with each word.

"Each unit familiarizes the student with the sound and meaning of the words," says Don Price. "It provides exercises for comprehension, spelling and punctuation. We encourage anyone who uses the system to start from the beginning, as each tape only lasts an hour. By rebuilding the language in this way, students can gradually strengthen their weak points. I've avoided supplying reading ages with the material for this reason. In any case, I don't think that sort of information is very helpful. What on earth does a reading age represent?"

Don Price has also avoided confronting the student with new words or materials that have not been carefully introduced and explained first.

"We've done everything we can to help the learner to get the correct result. One of the reasons that the system has been so popular with our illiterates here is that they feel right from the start

that they're getting somewhere. Many of our students are terribly inhibited by the idea that they can't learn. The success factor, that is almost built in to this system, is vitally important to them."

After completing the first 10 units, a student should be literate and, after finishing the final 15 units, they should be able to read anything," according to Don Price.

Certainly, those at the College were full of praise for the Portland Blend method.

"It's marvellous—I've heard the only words for the first time so I knew what to write," a partially deaf boy explained. Don Price did all the recordings and he took care to speak slowly and clearly so that those with hearing difficulties would not miss a word. Dyslexics, who often have poor visual and aural recall, find that the constant repetition of words and the familiarisation with one piece of written material is particularly helpful.

Another, more mature student, who had unsuccessfully completed a number of different literacy courses, had finally become literate through the P.B.S. because "it was so easy to follow, you couldn't go wrong and the material was interesting. I kept wanting to know what happened next."

The material provided is a far cry from the "Janet and John" type of stories one might read about in The Sun for instance. Many of the longer stories, which I've run in serial form through the later units, are about my own experiences in the war. I've also included

adventure and ghost stories and thrillers.

The material is definitely aimed at the thirteen plus and younger students are discouraged from using it. Some of the stories might not be considered suitable for young children but, as one mother of a 13-year-old student pointed out, "They're no worse than *Kojak*."

Eventually we'd like to do an adaptation of the system for a younger age group," says Don Price, "but it's at the adult level that there's such a dearth of suitable material. There's no reason why an adult illiterate should have an immature mind. Why should anyone want to read if all he's provided with is 'Janet and John'?"

The Portland Blend System is also being adapted for students learning English.

"Obviously we'll have to change the introduction which starts by saying something like, 'Don't worry there's lots of people like you who have learnt to read late in life.' We'll also have to re-record the spelling dictionaries so that the meaning of the words is given in the student's native language. Basically, the P.B.S. is well suited to teaching English to foreigners because it's a natural process. It's an approach to language and familiarizes the student simultaneously with the sight and sound of a word."

Already he has received a considerable number of orders from Arab countries, the U.S.A. and Europe.

"Of course my main interest at the moment," said Don Price, "is to get the system distributed here. We're circulating all the LEAs with information about it. In areas

self, checks with the tape and his tutor and gradually progresses from simple phonic blends to word and sentence building. He learns to write, spell and punctuate and often to improve his speech at the same time as learning to read, although in the first times the emphasis is placed on gaining enough competence to be able to read simple sentences successfully.

The first units, on the alphabet, may seem slow and simple for adults, but it is necessary for the student to start at the beginning if he feels confident of these early stages. Experience of the material in use has shown that even when pupils are clear to start at later units, they quickly see the need to go right back to the beginning to revise. At first sight the pages of the pupil's book for the first unit are reminiscent of a Victorian primer. Indeed, this system has much in common with early phonic teaching methods, in that it is to give pupils successful reading experiences using words they have learned to 'build up' for themselves.

Obviously this limits the content of the material, with "I hit a man in the material with 'I hit a man in the first unit, although by unit 15 the



A student using the Portland Blend system, watched by his co-developer, Don Price and his wife, Jennie. A set costs £100 and is available from Portland Training College For the Disabled, Harlow Wood, Nottingham Road, Mansfield, Nottinghamshire, where the LEAs won't take it up or train staff how to use it, but hoping that the counter assistance in public libraries may cooperate. There is a cassette tape supplied with each set which explains exactly how it should be used, so no such training is needed. If those who wanted to use the P.B.S. could hire it on loan from their library and ask the counter assistance for advice, they should be able to cope. "It would be much better if the system was monitored by trained staff at adult remedial centres and colleges, but we have found that parents who have used it with their children at home have been able to manage quite easily. More than anything, what's needed is somebody to provide encouragement and moral support."

# Structured and individual solutions

CHERIDA MARES assesses the course

The Portland Blend system for teenagers and adults with literacy problems has been evaluated at a time when the lack of adequate training and support for tutors, and the drop-out rate for tutors are both giving cause for concern. A common complaint from those running or attending literacy courses is the dearth of structured materials capable of taking a student right through the learning process, from the simplest preliminaries to the desired level of competence. Some suitable material is available for particular stages, but literacy centres are having valiantly to produce tutor guidelines, worksheets and locally oriented reading materials. Individual tutors make materials tailored to their own particular needs. Experienced and capable tutors will probably always prefer to do this. But while all these materials may be available for teaching particular skills to students at different stages, the work involved represents considerable duplication of effort, and this may be wasted

if the tutors do not have the necessary professional expertise to integrate the materials into part of a structured whole.

The problems of structure, progression and evaluation are particularly relevant to the mature pupil. A loosely structured course can be discouraging, as although the pupil may be aware that he is acquiring, for example, techniques of phonic blending, or a sight vocabulary, he may still feel that these skills are fragmented and do not necessarily represent progression towards literacy goals.

The Portland Blend System gives a highly structured answer to these problems. It is a sequential and programmed learning process, with a supportive system incorporating direct teaching, constant repetition and reinforcement, check lists and testing, to take the student slowly from illiteracy to literacy. Although each individual step in the system is simple, there is of course no magic formula for the rapid acquisition of literacy skills.

Don Price, the author, emphasizes that a high degree of motivation will be demanded from students if they are to succeed, and that up to 300 hours of hard work will be required to reach what he calls a good standard of literacy. This standard is deliberately defined in terms of competence and performance rather than according to reading age. He hopes that by the end of the course the student will be able to read a popular daily paper, understand instructions, fill in simple forms and write letters.

There are 15 units in the course, each with tapes and pupil's book. The first units there are four or five, then a spelling dictionary, and a talking dictionary, in the later units the talking dictionary is dropped as pupils are expected to be able to use a conventional dictionary by then.

The student listens to the tape, repeats sounds and words, practises reading and writing by him-

self, checks with the tape and his tutor and gradually progresses from simple phonic blends to word and sentence building. He learns to write, spell and punctuate and often to improve his speech at the same time as learning to read, although in the first times the emphasis is placed on gaining enough competence to be able to read simple sentences successfully.

The first units, on the alphabet, may seem slow and simple for adults, but it is necessary for the student to start at the beginning if he feels confident of these early stages. Experience of the material in use has shown that even when pupils are clear to start at later units, they quickly see the need to go right back to the beginning to revise. At first sight the pages of the pupil's book for the first unit are reminiscent of a Victorian primer. Indeed, this system has much in common with early phonic teaching methods, in that it is to give pupils successful reading experiences using words they have learned to 'build up' for themselves.

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# Out of the Limpopo River

by Mary Hoffman

"The Age of Dinosaurs" Set A, prehistoric monsters, IP1502, £4.57 (VAT included) Set B, prehistoric monsters, IP1519, £3.68 (VAT included).

Everyone loves dinosaurs, but until now they have not been able to take one back to school for study or home to cuddle. They were too large, heavy, smelly and above all, extinct.

Infacta Plastics have now solved the problem by bringing out accurate scale models of some of the most popular, designed by the Natural History Museum. Of course, all such reconstructions can ultimately only be conjectural.

To me they feel most convincingly of the great grey-green, greasy Limpopo River, set about with fever trees, which is the closest one can reasonably get to their

natural habitat. But one precocious pupil did point out that it is easier to be sure of his bone and muscle structure than of the original colours of these beasts, and even if they were produced in black with pink spots one could not be sure that was wrong.

The reproductions are moulded in solid plastic to the scale of 1:45. This makes the largest model, a diplodocus, come out just under two feet in length. The original was nearly 90 feet long and weighed 10 tons; we are informed that this was one of the lighter and more slender sauropods.

Also available are the megalosaurus, stegosaurus, scelidosaurus and triceratops. The names alone could be used in a poem or spelling test. In the same series are three mammals: glyptodon, woolly mammoth and blue whale. This last comes with a pedestal but is relatively unsuccessful.

# 'Cure-alls' for communication

by Barbara Rigby

Language For Learning 6:1 Description Developed by Eve Boyd with Jim Wright. ILEA Learning Materials Service, Highbury Station Road, London N1, £1.50.

There is a common awareness of the need to help children to communicate effectively but the cure cannot be merely to let the children talk. Teaching communication skills must be structured. Unfortunately there is now a bewildering array of 'cure-alls' on the market.

An early one was Concept 7-9's Communication Unit which offers valuable directions. Now Jim Wright, formerly of Concept 7-9, has collaborated with Eve Boyd to produce Language For Learning: 6 to develop descriptive skills. There are four double sets of eight cards plus teacher's notes. They are based

on the themes of fish, a parrot, a clown, and monsters.

Each pair of cards in the fish set is an identical highly coloured picture. One suggestion is that two children share a set, one child describing a fish from his set so that his partner may identify the same card from his set. Since the fish pictures are composed of many different elements with "I hit a man in the set, can be striped or plain, single or double—the task of describing one fish effectively can be quite demanding.

The set of cards showing an acrobatic clown is confusing. Children using the cards attempt to identify the position of the clown's ball by saying whether it is in his right or left hand when it is in his right or the right or left side of the card. Does this really help the child to describe ordinary people well so that we can pick out the play-



ground bully from the description given by his victim? These cards may find some place as an extra language activity but the Media Resource Centre illustration tends to be garish, of poor quality and in this case, not particularly original. Of course, children need to be able to describe people and things so that others can recognize them. But very much more lively and descriptive speech would emerge from a quick trip to the fishmonger.

# EXTRA

## BOOKS: RELIGION

### Contributions to hagiography

Peter Hebblethwaite

**A Third Testament.** By Malcolm Muggeridge. Collins £9.50 216783 2. Collins Lewis. By Paul L. Holmer. Saldon Press £2.25. 85969 115 2.

**Saints of the Century.** By Bmther Kenneth. CGA. Lutterworth £2.25. 7188 2294 3.

**Cardinals.** By David Hutchings, Marshall Morgan and Scott/Lakehead 60p. S51 00536 X.

"There is only one sadness," wrote Georges Bernanos, "not to be a saint." Whether that remark will mean anything to Christians, or indeed means anything at all, there is certainly a need in education for "models." Unless ideals are embodied somewhere, they tend to vanish altogether. Many viewers are under the impression that Malcolm Muggeridge is a saint. After all, he talks about God on television, is reportedly sceptical in his private life, and flays the modern world unmercifully. Not for nothing has he been called St Mugs.

However, in *A Third Testament*, his appraisal of television, Muggeridge directs the spotlight on

to the lives and thoughts of other men of God. He describes them as "six characters in search of God". He sees them in the words of King Lear, as "God's spies" in our midst, and their essential role is to relate time to eternity. Augustine, Pascal, Blake, Kierkegaard, Tolstoy and Bonhoeffer are the chosen six. These undercover agents of God all happen to confirm Muggeridge's analysis of the God-forsaken plunge of the modern world.

Pascal, for instance, anticipated its sad decline, and counter-attacked the "clamour for self-indulgence" and the "first crazy rumblings of the godless men of science". Pascal, as a man of science, had rather more respect for his colleagues than that. The other five all support Muggeridge's pessimism about the modern world, with Kierkegaard foreseeing the fraud of mass democracy and Tolstoy proclaiming the simple truths which underlie communism.

Perhaps the most unexpected remark of Muggeridge is the emphasis that "holding forth in front of a camera is not an activity that in the ordinary way I find particularly congenial". Yet he slogs away at his monumental task and has so far never been at a loss for words. Standing on the Berlin Wall he looks both East and West and reports what he sees: "The pursuit of power versus the pursuit of happiness, black-and-white television versus colour, the clenched fist versus the raised phallus, guns before lunner and butter before guns." Predictable though much of this is, it must be added that Muggeridge's phrase-making gifts bring to life his six characters and that the illustrations are continually chosen to support and augment his case. *A Third Testament* is a book that intriguingly gets up from the coffee table and challenges the reader.

No one expects Oxford dons to be saints, and their own ambiguities are usually more modest and manageable. But if Oxford had to propose a recent candidate, C. S. Lewis would be a leading contender. Not that Paul L. Holmer's study is a biography, still less a contribution to hagiography. It concentrates, very properly, on the "shape" of his faith and thought, on the "guiding thread" which runs through the maze of his writings. And Lewis's biographer, Walter Hooper, generously comments in his foreword on "the best book ever written about Lewis". Where Lewis is concerned, it is impossible to make a clear-cut distinction between life and thought. He exhibited, pre-eminently, the virtues of the intellectual—his words are distilled. Behind the blunt, pipe-smoking image he had suffered most and had worn through on an intellectual charity and compassion which enabled him, among other things, to grasp the level's strategy.

Holmer shows ably that the conventional labels do not fit Lewis. His Christianity was never that of a party. He was not exactly liberal and not exactly fondamentalist. He did not present

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Edited by Geoffrey Clifton

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**Nelson**

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June Moran

Eight plays based on some of Jesus's parables but with modern settings, to enable young people to understand more readily the relevance of the parables in their own lives. The parables on which the plays are based include *The Good Samaritan*, *The Sower and the Seed*, *The Prodigal Son* and *The Lost Sheep*. Publication April Limp 98p

### What Do We Know About Jesus?

L. G. Brandon

The important aspects of Jesus's life and teaching are discussed for 12-14 year olds in average and below average ability. Each topic is presented in the form of a quotation, and the pupils are not asked to accept any story that cannot be historically substantiated. Publication June Limp £1.25 approx

### Birth of the Christian Church

Robert H. Horton

Bible Story Worksheets

36 work cards for mixed ability classes at the lower end of the secondary and top primary classes. Based on An Introduction to the Bible Book 4 by the same author, this set includes the New Testament accounts of the Acts of the Apostles and the development of the early Christian Church. Publication April Baxed £3.25

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# Common heritage

R. G. Lunt on approaches to the Old Testament

A Key to the Old Testament. By David L. Edwards. Collins £4.95 0 00 215102 1.

For All Mankind: A New Approach to the Old Testament. By Stuart Hinch. Murray £1.95 0 7195 1363 5. 95pp. 0 7195 1362 7.

Illustrations of Old Testament History. By R. D. Barnett. British Museum Publications £4.00 0 7141 1092 2 £1.95. 0 7141 1088 4.

Myths and Miracles. By David C. C. Watson. Henry Walter Ltd. 26 Grafton Road, Worthing, Sussex. £1.50 0 85479 601 0.

More has been discovered and written about the Old Testament in the past few decades than in any similar period: yet it is in just these years that the systematic study of it has largely vanished from the curriculum of our schools. "We are trying," says David Edwards, "to have Christianity while refusing to take seriously three-quarters of the Christian Bible." For Jews, Christians and Muslims, the Old Testament is the common heritage. In his final chapter he writes constructively of the present relationships and new directions of the Peoples of the Books.

The Old Testament has been vanishing from our culture: the more that comes to be known of it, the more complicated its study becomes, the more it seems a jungle, and the effort required to find a way through does not seem worth while. In this situation, David Edwards has written a book well worthy of its title, a key: he does indeed unlock mysteries, and give pointers how to find one's way. Here is a manageable brief, very readable, up-to-date account of the light thrown by archaeological discoveries on this oddly compiled and arranged library—or rather perhaps an illumination of the archaeological evidence by the books themselves: ultimately it is an evidence for the Flood which is significant so much as the interpretation put on it by Biblical writers. He quotes freely, and aptly, from the NEB—and the texts really do come to life; he writes clearly, avoiding technical jargon, with the simplicity that comes from deep scholarship and intimate familiarity. He emphasizes the personal experiences of the writers rather than presenting them just as characters on the stage of history; he cites the feelingful descriptions of the tragedy of life, exemplified especially in David and by the Book of Job; for the writers of the OT are concerned above all with life in its intoxicating and terrifying intensity.

There is excellent description of the geographical background and the "amphitryony" of tribes was forged into a people; their legends and histories are checked against the evidence provided by archaeology. It is new and refreshing to have such a clear and realistic picture of "that titanic figure, Moses", a credible account of the plagues and a comprehensive history of the Exodus: "In the long march Israel's faith was formed." Diggs undertaken by the Israeli authorities have thrown light on the nature, dating and character of the oil orchards, the Philistines, invaders from Crete about 1200 BC (on the move perhaps because of the cataclysm at Thebes) who have left their name to the land of Palestine and to whom the Hebrews owed many cultural arts: from them they learned writing.

As he moves forward into the historical period, the writer makes clear sense out of the different series of narrative, identifying the five different traditions which have contributed to the canon of the Old Testament. The Pentateuch is the work of the Levites, the historical books of the Deuteronomists, the prophets of the eighth century, the wisdom books of the fifth century, and the apocryphal books of the third century. The Old Testament is a mosaic of different traditions, each with its own life and its own contribution to the whole. The Old Testament is a mosaic of different traditions, each with its own life and its own contribution to the whole. The Old Testament is a mosaic of different traditions, each with its own life and its own contribution to the whole.

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published pre-war to give knowledge of the OT and its general background. The Hinch's "new approach" also from the past to show the unusual order, taste, intention and character of the OT. The Hinch's "new approach" also from the past to show the unusual order, taste, intention and character of the OT. The Hinch's "new approach" also from the past to show the unusual order, taste, intention and character of the OT.

Dr Barnett's second collection of the exhibits in the British Museum which form an OT history, beautifully illustrated with photographs and notes, is a most useful and readable OT primer. In an age when "religion" is a word which has become a byword for the ignorant and the ignorant, the Bible is a most useful and readable OT primer. In an age when "religion" is a word which has become a byword for the ignorant and the ignorant, the Bible is a most useful and readable OT primer.

The conservative approach to the OT is represented by David Watson's curious book, which is not so much for the fashionable as for the traditional. The Bible is a most useful and readable OT primer. In an age when "religion" is a word which has become a byword for the ignorant and the ignorant, the Bible is a most useful and readable OT primer.

Charles Davis speaks from the heart and approaches his subject of the Bible account of the relationship between Yahweh and the tribes, united at first into one kingdom under Saul, David and Solomon, and later divided into the two kingdoms of Israel and Judah. The author concentrates on the history of the period, and succeeds in presenting some aspects of it in a clearer perspective. Ahab, King of Israel, though recently condemned in the Bible, was an able monarch who sought and obtained better relationships with neighbouring states. He was less successful in dealing with domestic matters, and mostly the influence of his foreign policy, which he introduced into the relationship between Yahweh and the tribes, united at first into one kingdom under Saul, David and Solomon, and later divided into the two kingdoms of Israel and Judah.

This rich and colourful version of the Gospels, originally published ten years ago for local distribution, is now made available to a wider audience. Including suitably Liverpool drawings and completely updated references, the new edition offers a sharply fresh interpretation of the New Testament which will appeal to all who seek in the age-old stories a meaning for today.

# Pluralistic society

W. Owen Cole on religious education

Issues in Religious Studies Series. Evil, Suffering and Religion. By Helen Helthelwaite.

Sheldon Press £1.60. 85369 097 0. Edited by Norman Richards.

Association of Christian Teachers, 47 Marlborough Lane, London W1M 6AX. 50p.

The New Sower, Volume Two, Number One (Autumn 1976). Mayhew-McCrimmon, 10-12 High Street, Great Wakering, Essex. 50p.

Evil and suffering present problems at many levels. Brian Holm-Johnson wisely points out that the practical aspects of coping with suffering and evil will never be solved merely by reading and thinking. To meet a person of faith, be he Buddhist, Jewish, Christian, or Hindu, is to face the support of a believing community, are probably the only ways.

But there are levels at which the subject can be examined in books: the way in which a faith regards evil and suffering and has provided solutions to them; the response of the person who belongs to a particular culture but has rejected its traditional belief system and who often finds the solutions he thought Hindu or Christian, unsatisfactory or even cruel; and there are also the attitudes of those who do not believe to the criticism of believers.

This book might be regarded as falling into the category of undergraduate but it is also multilevel. Instead of taking each religion in turn, the author explores a variety of themes as moral freedom, physical suffering, providence and overcoming evil, across the religions. The stereotypic of Eastern asceticism versus Western life affirmation is rejected by the author's recognition that within each faith exists a variety of attempted solutions. The Semite religions escape a little too easily from the charge of dualism: even if the theologians' language

is not so much for the fashionable as for the traditional. The Bible is a most useful and readable OT primer. In an age when "religion" is a word which has become a byword for the ignorant and the ignorant, the Bible is a most useful and readable OT primer.

Richard Wilkin's article contrasting the Biblical view of man with the dominant aim of educating children to become autonomous human beings is thought provoking and Ralph Gower's essay on Child Development and RE will be of current interest. The author's particularly apposite is his reminder that "children can never be looked on in the mass. Each is a unique individual."

Body as Spirit: The Nature of Religious Feeling. By Charles Davis. Hodder and Stoughton £1.25. 310 21339 0.

Issues of Life and Death. By Norman Anderson. Hodder and Stoughton £2.25. 340 20967 4.

"Any act or process designed to dehumanize" man states, says Professor Norman Anderson. This warning is the major concern of both Charles Davis and Norman Anderson. Body as Spirit is a personal statement about the importance of feelings, not just in human relationships, but also in the religious sphere. Issues of Life and Death dwells on basic moral questions.

Charles Davis speaks from the heart and approaches his subject of the Bible account of the relationship between Yahweh and the tribes, united at first into one kingdom under Saul, David and Solomon, and later divided into the two kingdoms of Israel and Judah. The author concentrates on the history of the period, and succeeds in presenting some aspects of it in a clearer perspective. Ahab, King of Israel, though recently condemned in the Bible, was an able monarch who sought and obtained better relationships with neighbouring states. He was less successful in dealing with domestic matters, and mostly the influence of his foreign policy, which he introduced into the relationship between Yahweh and the tribes, united at first into one kingdom under Saul, David and Solomon, and later divided into the two kingdoms of Israel and Judah.

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# Totally different premises?

Joseph McCulloch on Christianity and Marxism

Christianity and Marxism. By José Miguez Bonino. Hodder and Stoughton £2.50 0 340 19396 4.

A Marxist Looks at Jesus. By Milan Machovec. Darton Longman and Todd £2.95 0 232 51260 4.

The world of the twentieth century, as many of us know it, is divided into two camps with ideologies irreconcilably opposed, the Marxist and the Christian. Both appear entrenched and entrenched behind the ramparts of their respective dogmas, and in so far as these dogmas have been long maintained by their adherents as patrician theses, like the tablets of stone given of old on Sinai, there has seemed little likelihood of ever bridging the vast gulf between them.

But the last decade has seen a considerable change of climate, of which these two books are symptomatic. Christianity and Marxism by José Miguez Bonino, one of Latin America's leading Protestant theologians, explores the situation there in which the adherents of both ideologies find themselves sharing in a common resistance to an oppressive social order, and therefore drawn into an increasing sympathy with each other in the field of action. Dr Bonino's book is based on lectures given in London under the auspices of the Laingham Trust, and is an analysis of what he subtitled "The mutual challenge to revolution", especially in regard to the incompatibility of the two world views and yet the similarity of their immediate objectives.

Much of the ground he covers and his conclusions will not be unfamiliar to many students of the situation from the Christian point of view. On the whole, he adds purely destructive but rather as a radical reconstruction of an authentic image of man and of its realization in the variety of the future. "No branch of science is able to provide, absolutely and impartially, the basis of man's self-discovery and growth as a person. This can be realized only in a profound dialogue with the sources of our Western history, from Abraham's restless wanderings, the Exodus of Moses and Paul's of David to the Sermon on the Mount and Augustinian and Faustian unrest."

The common ground of Marxism and Christianity towards which this book does much to clear the way of loose thinking and needless impediments of materialism. According to Machovec, the materialism of Karl Marx and most of his disciples is by no means a "cult of matter" or "physicalism", but rather an unambiguous assertion of the supremacy of man in the cosmos of his life, intellectual and spiritual gifts and values. As for the dogma of the existence of God, the Marxist idealism is not so much an outright denial as a dismissal on the ground of irrelevance. Machovec makes the surprising statement: "Twentieth century theologians have worked out new and more dynamic models for thinking about God, so that even we Marxists no longer know whether we are still atheists or not in their regard." Perhaps in this area of discussion Machovec could usefully have quoted Hultmann's dictum: "The question of God and the question of man's self-discovery are inseparable. It is essential in this field that the Marxist and Christian views are most likely to converge."

Whether or not Machovec has persuaded many Marxists to look afresh at Jesus, there will be many Christian readers of his book who could convince that in certain respects their religion is more Marxist than Marx, thereby opening a window to let in a much-needed breath of air.

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### Hands together...

Kathleen Gibberd on assembly and prayers

Prayer for Thought: 35 Starters for Assembly with Follow-up Work. By Molly Cheston. Blackie £1.75. 0 216 90262 2.

This seems to me a most successful book. Molly Cheston writes as one who has had to take morning assembly in a secondary school and knows the opportunities and pitfalls. "I have tried", she says, "to walk the tightrope between being too obviously 'moral' and being an entertainer. For my part I was sufficiently entertained so as not to be able to put the book down. At the same time I was aware that nearly every silly left one disturbed or concerned. This is clever because it makes the reader or hearer ready for what the author calls "follow-up work". For example, there is a gripping story of two prisoners-of-war in Burma. Cholera breaks out and one of the two friends collapses with it. The other visits him in the cholera camp, finds him gone and reported dead, refuses to believe it, searches the hut of the dying, the mortuary, the heaps of dead bodies awaiting cremation, and finally drags his still living friend from the pyre where the flames are already threatening. Both friends survive and eventually return home, but one suffers physically and the other mentally as a result of his experience. The final sentence points out that in real life war stories often do not have a "lasting happy ending". One can imagine that book in the classroom the listeners would be ready to think about war and what causes it.

Most of the stories are from real life and one is hilariously comic. The Lion Book of Children's Prayers. Lion Publishing £1.95. 0 85648 070 3.

This is a hardback containing 200 prayers and illustrated with line drawings and a large number of striking colour photographs. Each double page deals with one subject, under such headings as "Time for Play", "Help Us to Please You, God", "Your Word, the Bible", "Please Help", "Loving and Giving", "People at Work". There are also pages for special occasions. The colour photographs are entirely of children and seem more likely to appeal to adults than children, although some of the pictures of foreign faces might attract them. The prayers are mostly more childish than childlike. For instance: "For the choleera, baked beans and crisps/For paper, full of fish and chips/For ice cream full of chocolate licks/Thanks, God." The list continues with woodlice and roller skates. I cannot help thinking that this is a great mistake. A child used to the book probably still believes in the religion of his private prayers and is not to be printed, but it can chant aloud: "O ye ice and snow bless the Lord" and all the other things in that canticle, especially the Green Things and the Whites. There are also the songs of joy now learned in the first year infants. These, because they have some poetry in them, can be grouping points.

### Drama for RE

David Self

Praise Him in the Dance. By Anne Lang. Hodder and Stoughton £3.75. 340 20976 3.

Dance has been long regarded as the least holy of the arts. While music and painting (and, intermittently, drama) have been thought valid ways of expressing religious faith, "dancing in church" has been taboo.

Indeed, for many people, the idea is still quite alarming. It conjures up the worst excesses of a Ken Russell film or bizarre fantasies of stately vicars performing a spiritual two-step, or a staid Victorian congregation formation-dancing down the aisle, or maybe (and perhaps horrifically likely) holy ravers rocking their way through Erensang on Youth Sunday.

In fact, while Salome is the only dancer of note in the New Testament, dance was fairly respectable in the Old Testament. David "danced before the Lord with all his might" as the ark was brought to Jerusalem. Miriam danced in thanksgiving after the crossing of the Red Sea, and Pselme 149 and

150 exhorted us to praise the Lord with dancing.

Those who feel inclined or obliged to worship thus will find much help in Anne Lang's *Praise Him in the Dance*, a practical guide for drama and dance groups within churches, colleges, schools and other groups. It must be said that while the book contains a lot of material that will be useful to RE, drama and dance teachers, it is mainly for the committed Christian—still probably only the Christian—Christian at that. It is not a workbook for professional or amateur groups so much as a guide for "rebels" or groups of like-minded people who wish to worship in this way.

After an introductory chapter which is a mixture of self-justification and theory, the author tells how to get groups of professional or amateur groups so much as a guide for "rebels" or groups of like-minded people who wish to worship in this way.

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### Jewish adolescence

David Hackner

Jewish Responses: Parents and Children. By Sheila King Lassman. Michael Gousson Educational Foundation. £1.20.

Rabbi Michael Gousson died in the prime of life. As associate Minister of a large London Synagogue he had been responsible for its educational programme. In his memory an educational foundation was set up to provide up-to-date material to be used in educating Anglo-Jewish youth. This topic book explores the problems confronting parents and children in their relations with each other.

A wide variety of approaches is used, cartoons by Harry Blacker (Nero), lyrics from Lennon-McCartney songs, extracts from

well-known books, newspaper cuttings and even suggested dialogue between parents and a teenage girl who returns home after midnight without a convincing reason for her lateness. An attractive book, well conceived and fresh in its outlook this is the first time a Jewish publisher in this country has attempted to present these types of issues in such an up-to-date manner.

While this book deals with problems which concern adherents of all religions, Sheila King Lassman has introduced a clearly Jewish angle and shown how the traditional emphasis of strong family ties which is a hallmark of a Jew today. This is well recommended reading to all concerned with the problems of growing up—parents and children alike.

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### Racism in books

Gillian Klein

In the 1970s there emerged a concern with race and culture in literature and the part they play in each child's development. The first bibliography appeared in 1971, and the role of children's books in our multi-cultural society became the topic of librarians' conferences, exhibitions and innumerable teacher seminars. It became apparent that real change could be done in the self-image of the minority group child by books which perpetuate stereotypes, or the fallacy that the black race had no civilization, no culture and no "history" until rescued by the paternalistic white man. Now read these children find an identity figure in books which exclude minority group characters, or which talk of "people" and "class" as though they were mutually exclusive.

Indigenous children, too, whether in Paddington or a Devon village, are growing up in a multi-cultural society, and should encounter books which give them an understanding of the backgrounds of people from other cultures.

The National Campaign against Racism in Children's Books has been formed, and there is a qualified response by some publishers, such as Collins, to encourage books reflecting Britain's minority groups. Teachers and librarians are likely to pounce on such an apparently authoritative guide as Judith Elkin's revised *Books for the multi-cultural classroom* of 1976. It appears again under the respected banners of the National Book League and the Library Association. One book it praises is *Here on the Brick Street* by Allan and Janet Ahlberg, which it describes as: "short, amusing, easy-to-read stories" with "detailed cartoon-like illustrations which add greatly to the text". Just the job for "a variety of ages from seven up to older reluctant teenagers". One can only hope that teachers will first read through an inspection copy, so that they will find—before the children do—the cannibals with

bones through their noses, gloating round their white victims in the steppes (see picture). How can such material be endorsed?

Possibly the compiler did not read to the end of all 177 books she has listed. Alternatively, she has neglected to consider how a black child in the classroom would react to this picture (and to the reactions of white classmates). Either way, she has failed in her responsibility, as have her publishers, to recognize that racial prejudice in books is not just a matter of personal opinion. This portrayal

of cannibals is an undeniably positive contribution to their "readers' development". There are two useful papers which may assist them in using their own judgment: "Racism and Sexism in Books—a checklist" from the Community Relations Commission, and "Some criteria for assessing racial bias in books" by Allison Day from the Centre for Urban Educational Studies.

With one of these papers as a guide, people are not going to buy a book just because there is a black face on the jacket. They will be on their guard against this kind of tokenism, and will evaluate the contents of each book, its vocabulary, illustrations and attitudes to minority groups in the light of possible racism.

There are now a few books which exploit the ability of the written word to transport us not only through time and space, but which also penetrate the inner worlds of other minds. The reader can share the feeling of how it is to be the fat 12-year-old daughter of black middle-class parents in the United States, or a Ugandan Asian boy coping with his new life in London. Books like these (*Nobody's Family Is Going to Change or A Small Act of Deceit*) can enrich children's experience, and extend their understanding of classmates and neighbours from cultures other than their own. Whether or not we consider a book relevant or interesting enough to buy for school or library, we may depend finally on our personal preference. But when we evaluate any material, we must examine whether it is written so that a black perspective is taken into account. We should measure each book against our specific criteria; if it falls there can be no place for it on any book list, still less in the classroom or on library shelves.



Harmless hum—or damaging stare...

that our first annual sports day held in the last week of term was the only major extra activity. All the usual problems associated with the introduction of a new timetable were sorted out before the summer holidays, so that we were able to re-start in September with a new timetable enabling the new term to open very smoothly. Some changes were required in individual sixth form timetables now that exam results were known, but none of the work they had done at the end of the previous term could be said to be wasted, even if they were no longer following a particular subject. The new third year (nineteen) benefited from their previous year spent in the school as they seemed to integrate rather more quickly than in previous years. There seem to have been genuine gains from this experiment for both teachers and taught, and it is our intention to repeat it this year. P. E. Bryan is head of Monkseaton High School, Whitley Bay, Northumberland.

### New start to the year

P. E. Bryan

The introduction in 1976 of a new school leaving date—the Friday before the last Monday in May—enabled us to introduce a change in the organization of our school year. The original proposal was to start our year after the Easter holidays, but discussion finally decided Monday, June 7 (after Whit Monday) as the most convenient date to start the experiment. The main reason for change was the feeling that the six weeks between Whit and the end of the summer term could be put to better use. Third year pupils had their subject choices for the fourth year. There was the tendency of work, teachers and taught to reduce

effort in subjects which were not to be continued. Also, 15% exams started early, often at the beginning of the summer term, and in some subjects even before Easter. Effective teaching time was therefore reduced to seven terms. By starting the course at Whit in the end of the third year at least half a term's work would be regained. Other benefits were expected. Since the fifth year had completed its exams, whether CSE or GCE, they could make a start on sixth form work. The majority of fifth formers knew which subjects they wished to study in the sixth form, so were able to begin some preliminary reading, and write a few essays. The availability of a timetable meant that new pupils due to start in September could spend a day in the high school, sample the timetable, meet their new teachers, and get to know their way around.

Since the decision had been taken it was necessary to bring forward the usual preparations for the start of the following academic year. It was imperative that the new timetable should be ready to start at the beginning of June. The timetable could be written, however, the main system for the year 1976-77 had to be agreed upon and implemented. It was necessary to deride in the system by the beginning of the spring term. The usual half yearly reports were ready by the end of February, and the parents of third year pupils were invited to school to discuss the reports and subject choices during the third week in March. Subject choices were completed by March 19, following three weeks for the usual problems to be sorted out. The main school timetable was written after Easter, and published in time for comments and amendments to be made before Whit Sunday. As a 13 to 18 school we have only three year groups before the sixth form. It was decided that once the new timetable began to be operated all the year groups would move up a year and be known as fourth, fifth and sixth. The main impact of the change was therefore

### Parents and reading

M. Jones, S. Rouse and M. Stancliffe

The Backlog report prompted us to set up a project designed to test the efficacy of parental involvement in the teaching of reading. Twelve children were chosen from the first and second year remedial reading groups in our junior school. They possessed the usual and/or voluntary—poor visual and auditory perception. They were divided into two balanced matched groups of six, the special reading group and a control group. All 12 groups were given the *Letter Word Recognition Test*. They then individually tested with the English Picture Vocabulary Test, which measures verbal ability. Hence, therefore, reading readiness was agreed to give the children

in the special group special hedges and extra daily reading practice. Parents were invited to discuss the project. At the first meeting five out of six were willing to help their children with reading at home. Causes of reading failure were discussed.

They were told that no undue pressure should be exerted upon children in an additional reading, in one case sanctions were applied ("No television until..."). The children, while happy to get extra reading practice at school and enjoying being in a special group, were becoming increasingly reluctant to take reading books home. Some were "forgetting" them. Many parents are unaware of the importance of reading with their children. Having provided books, they expect an unwilling or unsure child to read them and "be quiet". One parent revealed that her child had been "looked after" by an aunt for most of his pre-school years, and had never been read to or enjoyed stories with his parents, even at bedtime. The shortcomings of this approach were discussed. The point

to discuss their children's problems. These discussions became increasingly open and frank. The parents seemed glad of the chance to talk to other parents as well as to the teachers.

In spite of the emphasis on not exerting pressure on children, some were becoming increasingly reluctant to take reading books home. Some were "forgetting" them. Many parents are unaware of the importance of reading with their children. Having provided books, they expect an unwilling or unsure child to read them and "be quiet". One parent revealed that her child had been "looked after" by an aunt for most of his pre-school years, and had never been read to or enjoyed stories with his parents, even at bedtime. The shortcomings of this approach were discussed. The point

was made that the earlier an involved approach was initiated the better. It was also pointed out that older children should be involved so that they might grow into young parents who knew how to "bribe their children in words".

The table indicates that the project was of advantage to both groups. Follow up testing will be a useful check on whether gains made are permanent, or only sustained as long as special attention is maintained. The special group gained psychologically from the knowledge that they were receiving special treatment. This contributed to their effort and progress. It was strengthened, at least at the outset, by knowing that their parents were meeting staff and working with them at home. The control group asked for additional reading practice, and made additional and successful efforts in reading, using the special group as a reference point. It is not known if they sought the help of their parents. If they did, this was a useful "spin off".

Child	Carver Test Scores—in Years	
	Special Group Nov. 1975	April, 1976
A	7.0	8.0
B	6.9	8.0
C	4.9	6.0
D	5.6	6.6
E	5.6	7.9
F	6.6	7.9
Average Gain 1.3 Highest Gain 2.0 Lowest Gain 1.0		
Control Group		
Child	Nov. 1975	April, 1976
A	5.9	7.9
B	5.9	7.3
C	5.6	6.6
D	4.3	5.6
E	6.0	7.0
F	6.3	6.6
Average Gain 1.3 Highest Gain 2.0 Lowest Gain 1.0		

S. Rouse is head of Elton County Junior School, Bury; M. Jones and M. Stancliffe teach at the same school.









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Applications are invited for the following posts:

**LECTURER IN SENIOR LECTURER IN ENGLISH**  
The successful candidate will be responsible for the overall management of the Department of English, including the recruitment, development and supervision of staff, and the provision of a high standard of education and training for students. The post is full-time and requires a minimum of 10 years' experience in a similar post. The salary will be in accordance with the relevant scale for the post. Applications should be sent to the Secretary, City of Birmingham, 1, The Quadrant, Exeter. Closing date: 15th April 1977.

**COLLEGES OF HIGHER EDUCATION**

**BRIMMINGHAM**  
Applications are invited for the following posts:

**LECTURER IN SENIOR LECTURER IN ENGLISH**  
The successful candidate will be responsible for the overall management of the Department of English, including the recruitment, development and supervision of staff, and the provision of a high standard of education and training for students. The post is full-time and requires a minimum of 10 years' experience in a similar post. The salary will be in accordance with the relevant scale for the post. Applications should be sent to the Secretary, Brimingham University, 1, The Quadrant, Exeter. Closing date: 15th April 1977.

**UNIVERSITY APPOINTMENTS**  
**THE TIMES EDUCATIONAL SUPPLEMENT**

**COLLEGES OF HIGHER EDUCATION**

**CAMBRIDGE**  
Applications are invited for the following posts:

**LECTURER IN SENIOR LECTURER IN ENGLISH**  
The successful candidate will be responsible for the overall management of the Department of English, including the recruitment, development and supervision of staff, and the provision of a high standard of education and training for students. The post is full-time and requires a minimum of 10 years' experience in a similar post. The salary will be in accordance with the relevant scale for the post. Applications should be sent to the Secretary, Cambridge University, 1, The Quadrant, Exeter. Closing date: 15th April 1977.

**LANCASTER THE UNIVERSITY**  
Applications are invited for the following posts:

**LECTURER IN SENIOR LECTURER IN ENGLISH**  
The successful candidate will be responsible for the overall management of the Department of English, including the recruitment, development and supervision of staff, and the provision of a high standard of education and training for students. The post is full-time and requires a minimum of 10 years' experience in a similar post. The salary will be in accordance with the relevant scale for the post. Applications should be sent to the Secretary, Lancaster University, 1, The Quadrant, Exeter. Closing date: 15th April 1977.

**READVERTISEMENT**  
**EDUCATION SERVICE**  
**Adult Education with Community Centres Service**

**Area Head**  
£5,652-£6,414 (plus £402 London Allowance and £312 supplement per annum). (Burnham FE Head of Department Grade 2). (The provisions of the Burnham Further Education Report, are currently being reviewed.)

Applications are sought from suitably qualified and experienced individuals for the important and demanding post. The post is available from 1 April, 1977. The Council offer 100% removal expenses, legal and estate agents fees up to £300, and lodging allowance. The applications of those who have previously applied will be automatically reconsidered unless applicants indicate that they wish to withdraw their application. Further details and application forms available from the Chief Education Officer, Hedley House 79/81 Uxbridge Road, Ealing W5 5SU. Forms to be returned by 22nd April, 1977.

**Ealing London Borough**

**Remedial Teacher (Community Home, Chelmsford)**  
Salary: Burnham Scale 1 plus allowances totalling £1,443.

Essex Home is a Community Home with education on the premises. The 61 boys aged between 12 and 15 are in need of a great deal of adult support in small group situations to enable them to come to terms with their problems, i.e. delinquency, social maladjustment, poor family relationships, educational retardation and emotional instability.

We require a qualified teacher with remedial skills to assist boys on an individual basis and in very small groups to improve standards of literacy and numeracy. Additional evening/weekend care or teaching duties by arrangement.

The work at Essex Home is demanding and requires a total commitment to the philosophy on which the Home is based. It is therefore important for intending applicants to contact the Principal, A. Stephen, BSc Econ, Chelmsford 62437, to arrange a visit. Further details and application forms from Director of Social Services, Kerisel House, 77 Springfield Road, Chelmsford, Essex.

**Kingdom of Saudi Arabia**  
**University of Riyadh**  
**Faculty of Dentistry**

**ENGLISH LANGUAGE TEACHERS**

Applications are invited to fill teaching posts at the new Faculty of Dentistry which will open in September, 1977

The language of instruction throughout is English and the following appointments are to be made:

**English language Teachers - (2) At level of Lecturer**

Previous experience in teaching English as a foreign language is preferred.

Experience and Qualifications: Professor posts some teaching experience at University level.

Qualifications: Applicants for the posts should have experience of teaching English as a foreign language and be in possession of the appropriate diploma.

Salaries, Allowances, Gratuities: No income tax. Currency in Saudi Arabia freely convertible and transferable (SR6.00 approximately equivalent to £1.00).

Monthly Salaries: Salary Scale Housing Allowance  
English Teachers SR3,000-15,013.450 SR13,500

Intelligence Grant at the rate of 50% relevant Housing Allowance (on first appointment).

Further information may be obtained from the Secretary, Faculty of Dentistry, University of Riyadh, P.O. Box 5987, Riyadh, Saudi Arabia.

Intending applicants who wish to have further information may approach:  
Co-ordinator, University of London/University of Riyadh, London School of Hygiene and Tropical Medicine, Keppel Street, London WC1E 7HT.

**Saudi Arabia**



**METROPOLITAN BOROUGH OF ROTHERHAM**

Department of Education

**ED. 229**

**EDUCATIONAL PSYCHOLOGIST**

Salary Scale: 8oubrury 13-22, £8,100 to £8,660, plus £312 p.a. supplement

Required to join a team of six, including the Principal Psychologist, with opportunity to gain experience in all aspects of Educational Psychology in Primary, Secondary and Special Schools and also of the Child Guidance Service.

Necessary qualifications include Honours Degree in Psychology, teaching experience and post-graduate training in Educational Psychology. Essential car user allowance.

Closing Date: 23rd May 1977.

Application forms available from the Principal Appointments Officer, Council Offices, Grove Road, Moorgate, Rotherham S60 2E3. Telephone Rotherham 63211, extn. 26.

G. W. Ellis, Director of Personnel Resources.

**PEPER HARROW THERAPEUTIC COMMUNITY**

**Catering/ Dining Area Development**

A member of staff is required to assume responsibility for the running of the new catering/dining area in this therapeutic community for 60 adolescent boys with serious emotional problems.

At Peper Harrow, all experience in daily living and working hours in this difficult but rewarding job. Excellent accommodation and salary available for limiters or single people. 8 weeks' holiday per annum.

Please write to the Director, Peper Harrow, Gosdaming, Surrey, for more details and an application form.

**NORTHERN IRELAND WESTERN EDUCATION AND LIBRARY BOARD**

**INSTRUMENTAL TUTORS**

(4 posts, 2 string, 1 woodwind, 1 brass)

Salary Scale: £3,258-£4,011 plus £312 supplement per annum.

Candidates possessing teacher and/or Performers' Diplomas coupled with orchestral experience will be considered for Senior Tutor appointments (£3,439-£4,186 plus £312 supplement per annum) in string, woodwind and brass departments.

Application forms from the Personnel Officer, Headquarters Offices, 1 Hospital Road, Omagh, Co. Tyrone, returnable by 18th April, 1977.

**SCIENCE EDITOR**

Thomas Nelson & Sons Limited have a vacancy for a science editor working within their home education division. The editor will be expected to take complete responsibility and process these through to bound books.

The main fields of work will be in the physical sciences, especially physics and chemistry. The successful applicant will have a real interest in education, a degree in one of the physical sciences and some experience of editorial work.

Salary by negotiation.

Please apply in writing giving full details of age/experience to:

James Thindal, Managing Editor, Thomas Nelson & Sons Limited, Lincoln Way, Windmill Road, Sunbury on Thames, Middlesex.

**NELSON**

**ADMINISTRATION**

General continued

**THE SHAPESHUFTY SOCIETY**

which is a Provincial Council of the Society of Friends

**ASSISTANT SECRETARY**

who will assist in the administration and supervision of its educational activities. The successful candidate will be a member of the Society of Friends, with a minimum of 10 years' experience in educational administration. The successful candidate will be a member of the Society of Friends, with a minimum of 10 years' experience in educational administration.

Apply in writing: The General Secretary, 11, Highbury Grove, London, N5 2AR.

**HONORARIO GROUP OF SPECIAL SCHOOLS**

CLINICAL PSYCHOLOGIST

Applications are invited for the post of Clinical Psychologist for the Special Schools of the Honorary Group of Special Schools. The successful candidate will be a member of the Society of Friends, with a minimum of 10 years' experience in educational administration.

Apply in writing: The General Secretary, 11, Highbury Grove, London, N5 2AR.

**EXAMINERS**

**LONDON**

**THE UNIVERSITY OF EDINBURGH AND GENERAL EDUCATION EXAMINATION**

The Council invites applications for the post of Examiner in Advanced Mathematics. The successful candidate will be a member of the Society of Friends, with a minimum of 10 years' experience in educational administration.

Apply in writing: The General Secretary, 11, Highbury Grove, London, N5 2AR.

**Miscellaneous**

**BIRMINGHAM**

**BIRMINGHAM METROPOLETTAN EDUCATION AUTHORITY**

Applications are invited for the post of Assistant Secretary. The successful candidate will be a member of the Society of Friends, with a minimum of 10 years' experience in educational administration.

Apply in writing: The General Secretary, 11, Highbury Grove, London, N5 2AR.

**NOTTINGHAM, LEICESTER AND LOUGHBOROUGH NORTHAMPTON**

**THAMES VALLEY COLLEGE**

Applications are invited for the post of Lecturer in Education. The successful candidate will be a member of the Society of Friends, with a minimum of 10 years' experience in educational administration.

Apply in writing: The General Secretary, 11, Highbury Grove, London, N5 2AR.

**Appointments Wanted**

**ONCE/DRAWA specialist**

Applications are invited for the post of Specialist. The successful candidate will be a member of the Society of Friends, with a minimum of 10 years' experience in educational administration.

Apply in writing: The General Secretary, 11, Highbury Grove, London, N5 2AR.

**TEACHERS OF EFL**

required for intensive and general courses. Temporary or permanent posts in Brighton, London, Brecon (Wales), Exeter. Postgraduate qualifications in TEFL or RSA Cert. TEFL and relevant experience essential. Applicants with business background or interest preferred.

Apply with c.v. to Miss Belgrave, Principal, Regent School, 148 Camden High Street, London, N.W.1.

**COMMUNITY RELATIONS OFFICER**

Have you had training or experience in education, youth work, community development, social services, employment or housing? And practical experience of work with minority ethnic groups?

Man and woman under 30 are invited to apply in their own advertisement in conjunction with the Community Relations Commission.

**COMMUNITY RELATIONS OFFICER EAST STAFFORDSHIRE DISTRICT COMMUNITY RELATIONS OFFICER**

(AP2 2322-2325 + £312 supplement)

Work directed to achieving racial equality in East Staffordshire. One day per week will also be spent on development work in Staffordshire County.

**COMMUNITY RELATIONS OFFICER HARINGEY COMMUNITY RELATIONS OFFICER**

(AP4 2328-2405 + £312 supplement + 225 London Weightings) (Education and Self-Help)

Responsible to the Senior CPO for assessing needs and providing advice in the field of education, and for the promotion of self-help activity among ethnic minorities.

**ASSISTANT COMMUNITY RELATIONS OFFICERS**

(AP2 2322-2325 + £312 supplement)

(1) LEWISHAM COUNCIL FOR COMMUNITY RELATIONS (Education) (4-228 London Weightings)

Responsible to the Senior CPO for developing new and going activities in multi-racial education. Community development and liaison with educational institutions and social services as appropriate.

(2) RUGBY COMMUNITY RELATIONS OFFICER

Responsible to the Senior CPO for developing new and going activities in multi-racial education. Community development and liaison with educational institutions and social services as appropriate.

**Educational Courses**

**SOUTH DEVON**

**A LEVEL BIOLOGY COURSE**

Between 21st July and 19th August

Run by highly qualified staff

Courses will cover theory and practical work in the laboratory

Apply in writing: The General Secretary, 11, Highbury Grove, London, N5 2AR.

**Public Notices**

**EUROPE CHINA ASSOCIATION**

Applications are invited for the post of Secretary. The successful candidate will be a member of the Society of Friends, with a minimum of 10 years' experience in educational administration.

Apply in writing: The General Secretary, 11, Highbury Grove, London, N5 2AR.

**Personal**

**Announcements**

**AGENCY REQUIRES TUTORS**

IN ALL MAIN SCHOOLS

TEACHERS WHO QUALIFY FOR teaching hours in school and applications form sent on request.

**ALWAYS MORTGAGE FUNDS**

FOR 100% MORTGAGES

At mortgage rates of 11.5% per annum

**PRIVATE ADVANCE**

FOR 100% MORTGAGES

At mortgage rates of 11.5% per annum

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**VAUGHANVILLE**

536 9388

For those who like their holiday to have a little bit of excitement, Vaughanville is the place for you.

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15 to 25 for 100 (RICHMOND)

100 for 250 (LONDON)

**FOR LOANS AND MORTGAGES**

**FOR LOANS AND MORTGAGES**

**FOR LOANS AND MORTGAGES**

**International Language Club**

Address: 11, Highbury Grove, London, N5 2AR

**DEVELOPMENT**

Applications are invited for the post of Development Officer. The successful candidate will be a member of the Society of Friends, with a minimum of 10 years' experience in educational administration.

Apply in writing: The General Secretary, 11, Highbury Grove, London, N5 2AR.

**Holidays and Accommodation**

**ATTENTION GROUP ORGANIZERS**

**HARROW HOLIDAY CENTRE**

Applications are invited for the post of Organiser. The successful candidate will be a member of the Society of Friends, with a minimum of 10 years' experience in educational administration.

Apply in writing: The General Secretary, 11, Highbury Grove, London, N5 2AR.

**Home Exchange Holidays**

**INTELLECTUAL REFRESHMENT I**

**EXCHANGE YOUR HOME**

U.S.A., FRANCE, CANADA etc.

**INTELLECTUAL REFRESHMENT II**

**EXCHANGE YOUR HOME**

U.S.A., FRANCE, CANADA etc.

**Properties for Sale and Wanted**

**GO AS YOU PLEASE ON A THOMSON WANDERER HOLIDAY**

**GO AS YOU PLEASE ON A THOMSON WANDERER HOLIDAY**

**GO AS YOU PLEASE ON A THOMSON WANDERER HOLIDAY**

**HEAD OF RESIDENTIAL SUMMER COURSE**

for foreign pupils aged 11 to 14 years

Required from 12th July to 5th September

SALARY: £520 plus board and residence

The course will be run jointly by the LANGUAGE TUITION CENTRE using the facilities of the UNIVERSITY OF EAST ANGLIA in NORWICH.

Responsibilities will include implementation of the English-language teaching programme, organisation and supervision of out-of-class activities and the welfare, discipline and behaviour of all pupils at all times.

It is essential that the successful applicant should have had direct experience with foreign children of this age group on similar courses.

Write for application form to:

M. B. Biddle, B.A. Director of Summer Courses Language Tuition Centre, 26/32 Oxford Street, London W1A 4DY

**The English Language Teaching Development Unit need a Materials Developer**

The E.L.T.D.U. is part of the English Language Teaching Department of Oxford University Press, and is concerned with the development of teaching materials for a wide variety of specific teaching situations, primarily overseas. The successful applicant will join a team of writers and assist in developing specialist materials and tests commissioned for the Unit.

Qualifications: Postgraduate qualification in TEFL/TESOL or Linguistics

Minimum of 2 years English Language teaching experience essential, preferably in adult education

Evidence of ability to write materials an advantage.

Salary according to age and experience.

Please write, with full curriculum vitae, to Christopher Yates, E.L.T.D.U., 23 Lendon Road, Colchester CO3 3PP.

**ANGLO-CONTINENTAL EDUCATIONAL GROUP**

**Teachers of English**

Required

for RESIDENTIAL SUMMER CENTRES JUNE TO SEPTEMBER 1977

Courses are held for foreign students from all over the world and vacancies exist on our Summer Vacation Courses for adults at CHELSEA COLLEGE, LONDON from 25th June to 16th September 1977 and on our Summer Holiday Courses for Children and Teenagers at BRYANSTON SCHOOL, BLANDFORD from 12th July to 25th August 1977 CANFORD SCHOOL, WIMBORNE from 12th July to 11th August 1977 TALBOT HEATH SCHOOL, BOURNEMOUTH from 16th July to 28th August 1977

Some additional vacancies may be expected in NON-RESIDENTIAL CENTRES in BOURNEMOUTH and POOLE

Teachers should be suitably qualified and preferably have experience of teaching English as a Foreign Language. For full details and application forms, please write to:

ANGLO-CONTINENTAL EDUCATIONAL GROUP 33 Wimborne Road, Bournemouth or Telephone BOURNEMOUTH 27414 extension 25

**ANGLO-CONTINENTAL EDUCATIONAL GROUP**

**Typing and Duplicating**

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